Off the Job Training in Apprenticeships

Bryony Kingsland – City & Guilds
Apprenticeships represent an opportunity to develop a skilled workforce for the future, to transform work-based learning to meet employer skills needs into the 2020s and beyond.
Off-the-job training

- Content must teach new knowledge, skills and behaviours required to reach competence in the apprenticeship standard or framework.

- Any training in off the job must map to the standard, i.e. skills that are not directly relevant to the apprenticeship, cannot count.

- Statutory holiday entitlement must be deducted before off the job hours are calculated.

- Off-the-job training must take place during **PAID** hours.

- By paid hours ESFA mean the apprentice’s normal contracted hours - that doesn’t include periods of irregular overtime. But regular overtime should be included in off-the-job calculations.

- 20% off the job should cover the planned duration of the apprenticeship **before gateway**.

- Off-the-job – clear calculations must be included in apprentices commitment statement.
Off-the-job training – the vital 20%

Off-the-job training must be directly relevant to the apprenticeship standard, e.g. support the apprentices journey towards EPA. It can include:

- Teaching of theory - lectures
- Simulated exercises and role play
- Manufacturer training e.g. new equipment or technologies
- Learning support provided by employer or the provider
- Shadowing or being mentored
- Practical training
- Attendance at competitions
- Some online learning e.g. webinars or blended learning
- Visiting the employer’s other departments
- Industry visits or visiting other companies or suppliers
- Time spent by the apprentice writing assessments/assignments
What off-the-job training cannot include

- Enrolment
- Diagnostic assessment or prior assessment
- English and maths (up to Level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- Off-the-job training only delivered by distance learning (although you can include online and other blended learning activity as part of an apprenticeship)
- Training that takes place outside the apprentice’s paid working hours
- Non-mandatory qualification time spent off the job.
Example 1:
- 8hrs x 5 days per week = 40hrs
- 1 year apprenticeship duration
- minus statutory holiday time 28 days (5.6 weeks)

Calculation
46.4 weeks x 40hrs x 20% = 371.2hrs off the job

Example 2:
- 7.5hrs x 5 days per week = 37.5hrs
- 1 x paid Saturday per month = 7.5 hours
- 2 year apprenticeship duration
- minus statutory holiday leave of 56 days (11.2 weeks)

Calculation
92.8 weeks x 37.5hrs x 20% = 696hrs
+ 24 x Saturdays x 7.5hrs x 20% = 36hrs
Total off the job = 732hrs
Evidence and off-the-job

• Fundamental objective of the apprenticeship plan and evidence pack is how off-the-job will be timetabled and delivered

• Must be agreed **upfront** with apprentice and employer and logged with explanation of how it will be achieved

• Providers need written confirmation from the employer allowing apprentice to complete their programme, including off-the-job

• The commitment statement, signed by the apprentice, employer and provider must detail off-the-job arrangements

• Ofsted/QAA will look at whether the off-the-job element is fulfilling the learning needs of the programme for the individual learner
Ways to record off-the-job training

- Apprentice Journal/logbook
- Outlook/work calendar
- E-portfolio tracking systems
- Internal staff/apprentice intranet systems/platforms
- Bespoke applications
- 1-2-1s and performance reviews with line manager/tutor
Top tips from the field

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<th>Tip</th>
<th>Description</th>
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<td>Plan in day/block release as a starting point</td>
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<td>Make contingency plans</td>
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<td>Create a bespoke offer</td>
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<td>Timetabling</td>
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<td>Involve the apprentice</td>
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<td>Keep it under review</td>
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As a minimum, providers must have recorded and agreed the following with the employer and apprentices:

- Total apprenticeship duration
- Contracted employment time
- 20% of contracted employment time
Prior learning

• Funds must not be used to pay for learning or skills the apprentice has already attained.
• Providers must account for prior learning and reduce duration, content and price, where appropriate.
• **NEW** - Where accounting for prior learning would mean the duration would be less than 12 months or fail to meet the 20% off-the-job, the apprenticeship is ineligible.
• Providers must assess prior learning before the apprenticeship begins – including work experience, previous apprenticeships and prior education.
• Prior learning, knowledge, skills and behaviors must quantified and evidenced.
• All of the above must be included in the evidence pack.
Thank You!

John Lanham
Director Apprenticeships
Asst. Vice Chancellor – Regional Partnerships
The lived experience

• Launched DA’s September 2017/ January 2018 / April 2018
  – L5/6/7 – Health, Nursing, Engineering, Construction ~ 100+ learners

• 20% OTJ – manual and Pebble Pad approach

• Summer 2018 – Internal Audit – not good!

• Does this mean they are not doing it, or just not recording /evidencing it?
Getting the message across?

- E29. Off-the-job training is training received by the apprentice, during the apprentice’s normal working hours, for the purpose of achieving their apprenticeship. It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed.

- E30. Off-the-job training must be directly relevant to the apprenticeship framework or standard, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation. It can include training that is delivered at the apprentice’s normal place of work and can include the following:
  - 30.1 the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training)
  - 30.2 practical training, shadowing, mentoring, industry visits, and attendance at competitions
  - 30.3 learning support and time spent writing assessments/assignments
- E31. Off-the-job training does not include:
  - 31.1 training to acquire skills, knowledge and behaviours that are not required in the standard or framework;
  - 31.2 progress reviews or on-programme assessment required for an apprenticeship framework or standard;
  - 31.3 training which takes place outside the apprentice’s paid hours
- E32. If planned off-the-job training is unable to take place as scheduled, you must ensure this is rearranged. All off-the-job training must take place during paid hours. Apprentices may choose to spend additional time on training outside their paid hours, but this must not be required to complete the apprenticeship.

E33. At least 20% of the apprentice’s paid hours, over the planned duration of the apprenticeship, must be spent on off-the-job training. Apprentices may need more than 20% off-the-job training (see paragraph E34). Evidence must be available to support the training delivered. By paid hours we mean the apprentice’s contracted hours (e.g. 30 hours per week x 52 weeks x 0.2 = 312 hours off-the-job training per year).

- E34. English and maths up to and including level 2 does not qualify for the purposes of the 20% requirement; this must be additional to the 20% off-the-job training requirement.
What activities can be used as part of 20% 

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<tr>
<td>UWE</td>
<td>UWE Attendance (day release / block week)</td>
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<tr>
<td>CT</td>
<td>Coursework Time / Independent Study</td>
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<tr>
<td>PREP</td>
<td>Exam prep Study Leave</td>
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<td>EX</td>
<td>Exam</td>
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<td>R</td>
<td>Mentor/Lecturer Review</td>
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<tr>
<td>TC</td>
<td>Training Course</td>
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<td>SH</td>
<td>Shadowing</td>
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<td>CPD</td>
<td>Continuous Professional Development</td>
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<tr>
<td>UWEAB</td>
<td>Day Release - absence (no hours should be entered)</td>
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<td></td>
<td>UWE holiday</td>
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Getting the message across

I hear and I forget.
I see and I remember.
I do and I understand.
- Confucius

Tell me and I forget. Teach me and I remember. Involve me and I learn.
- Benjamin Franklin

“You don’t learn to walk by following rules. You learn by doing and falling over.”
- Richard Branson

Learning without reflection is a waste. Reflection without learning is dangerous.
- Confucius
A Whole New Engineer

- **Step 1:** Become aware how engineering and engineering education got stuck.
- **Step 2:** Recognize ways the world has changed.
- **Step 3:** Understand why reform efforts haven’t worked.
- **Step 4:** Use a change approach that combines emotional, conceptual, and organizational factors.
- **Step 5:** Trust students before they trust themselves.
- **Step 6:** Instil the keystone habits of noticing, listening, and questioning (NLQ).
- **Step 7:** Promote cultural change through intentional shifts in language and story.
- **Step 8:** Create new institutional forms to promote innovation, community, and connection.
- **Step 9:** Practice and teach entrepreneurship in thought and action.
- **Step 10:** Band stakeholders together, coordinate action and collaboratively disrupt the status quo.
Thinking of 20% OtJ in a new way

- SMART thinking -
  - **S** – **Specific** – 20% OTJ needs to be recorded and evaluated every week
  - **M** – **Measurable** – OTJ Hrs/activities/evaluation records can be measured/tracked – Cohort to cohort challenge?
  - **A** – **Attainable** - 100% of cohort with 100% OTJ recorded
  - **R** – **Relevance** – help apprentices understand that this is a key, and very valuable, part of their development – it’s not a chore – it’s a great opportunity to develop a habit that will support their long term professional development.
  - **T** – **Timely** – establish a regular pattern of behaviour – do this each week – that way it doesn’t become a backlog, do it whilst its fresh/current, enlist peers – other apprentices.
A Whole New “Apprentice”?

- Review of UWE DA’s suggests majority of 20% activities are “reflection, evaluation, management, leadership” – generic, non-technical / discipline – some examples of discipline / technical learning
  - **Step 1:** Become aware how engineering and engineering education got stuck.

- **What are the opportunities to be innovative / inventive with on the job learning??**
To discuss / Share thoughts

• What are the opportunities to be innovative / inventive with on the job learning –
  
  o What are the challenges – and how could we overcome them ?
  o What issues arise for assessment/comprability – and how can these be addressed ?
  o Issues for staff – as mentors / coaches rather than just pedagogues ?
Thank you