A Practical Guide to Off-the-Job Learning in an Apprenticeship
Agenda

Rules & Evidence
Eligible and Ineligible activity
Tracking and Monitoring
Examples and Good Practice
Advice for Line Managers
Why is off-the-job important

Number of employees who worked fewer hours than usual because they attended a training course away from their workplace

Definition:
• teaching new skills rather than assessing existing skills.
• learning undertaken outside of the normal day-to-day working environment
• leads towards the achievement of an apprenticeship.
Commonly reported issues and concerns

1. ‘I don’t know exactly what is actually needed – how much and when and about what’
2. ‘There isn’t any time in the working week’
3. Apprentices are too busy to attend planned sessions due to work pressures
4. Line managers not organising or implementing planned/required sessions
5. No-one checking that this is taking place
Evidence, Evidence Pack & Use of Funds

P39. To use funds in an employer’s apprenticeship service account or from government employer co-investment for an apprenticeship, you must:

39.3 have evidence that the apprentice will spend at least 20% of their time on off-the-job training (see paragraphs P32 to P37), recognising that apprentices may need more than 20% off-the-job training (for example, if they need English and maths training)

39.3.1 it is up to you and the employer to decide how the off-the-job training is delivered. This may include regular day release, block release, and special training days/workshops

P243. The evidence pack must include the following:

243.2 details of how the 20% ‘off-the-job’ training, excluding English and maths, will be quantified and delivered. By details we mean a plan of delivery and evidence of delivery taking place against that plan

243.4 details of employment including the name of the employer and the agreed contracted hours of employment, including paid training and 20% ‘off-the-job’ time, and the total planned length of the apprenticeship
<table>
<thead>
<tr>
<th>Rule</th>
<th>Details</th>
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</table>
| **20% calculated from total contracted hours** | • Over the life of the apprenticeship it includes time on leave and illness  
• Technically, ‘time in training’ as the individual must be competent before undertaking the EPA |
| **20% is calculated across the whole agreed length of the apprenticeship** | • For the planned duration of the apprenticeship, reduced for prior learning, extended for part-time  
• No set pattern or minimum per week required |
| **Level 2 English and Maths must not be included** | • Time spent reaching L2 English & maths will count as additional to the 20% (but still within the working day) not as part of the 20%  
• Contextualised English & Maths learning can be included in the 20% |
| **Learning has to be relevant to the KSB in the Apprenticeship** | • If you include relevant learning in induction, this counts towards the 20% providing this is after/on the apprentice’s formal first day |
Rules & Principles

OTJL must take place in the working day
• Otherwise this must be ‘recognised’ for this to count e.g. Time Off In Lieu
• Any learning that the apprentice chooses to do in their personal time cannot be included and this must not be required to complete the apprenticeship

Learning must not be delivered as part of day to day duties
• It does not have to be delivered / take place out of the office
• It can include structured sessions delivered as part of an apprentice learning in the workplace that is part of their job but is developing them towards competence

Progress reviews do not count towards OTJL
• Because they are reviewing and testing what an apprentice has already learnt, rather than teaching new knowledge, skills and behaviours.
• Mentoring, coaching and other facilitated self led learning does count because it is embedding practice and aiding understanding and application of what is learned

Learning has to be relevant to the KSB in the Apprenticeship
• Inductions do not count if their content is solely ‘company orientation’
• If you include relevant learning in induction, this counts towards the 20% providing this is after/on the apprentice’s formal first day
Evidence Sources

The Apprentice Individual Learning Plan / Their Commitment Statement with time for English and Maths clearly identified

The calculation: contracted hours /20% in their Commitment Statement

Curriculum plan Lesson Plan for this apprenticeship

The calculation: contracted hours /20% in their Commitment Statement

The Apprentice Individual Learning Plan / Their Commitment Statement with off the job elements clearly identified and approximate time indicated

The Published Session / Module Map indicating on and off the job elements

The Apprentice’s work based Learning Schedule

Tripartite Review Notes Assignments Attendance Logs Learning Logs Feedback Forms

details of how the 20% ‘off-the-job’ training, excluding English and maths, will be quantified and delivered. By details we mean a plan of delivery and evidence of delivery taking place against that plan
## Eligible Activities

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Proceed with Caution</th>
<th>Ineligible</th>
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</thead>
<tbody>
<tr>
<td>• ‘Outside normal duties’</td>
<td>• Away days</td>
<td>• training to acquire KSB that are not required in the standard or framework</td>
</tr>
<tr>
<td>• Shadowing</td>
<td>• Inductions</td>
<td>• progress reviews or on-programme assessment required for an apprenticeship</td>
</tr>
<tr>
<td>• Projects</td>
<td>• Learning outside of paid hours</td>
<td>• training which takes place outside the apprentice’s paid hours [and is not recognised]</td>
</tr>
<tr>
<td>• Joining a project group</td>
<td></td>
<td>• Compulsory learning for all employees</td>
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<tr>
<td>• Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contextualising English and Maths</td>
<td></td>
<td></td>
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<tr>
<td>• Work shadowing</td>
<td></td>
<td></td>
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<tr>
<td>• Mentoring</td>
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TRACKING & MONITORING
Responsibilities

Input

- **Employer Led**
  - e.g. formal classroom in house sessions, mentoring

- **Apprentice Led**
  - e.g. Self study online modules or assignments

- **Provider Led**
  - e.g. face to face or blended sessions

Responsibilities

- **Line Manager**
- **Training Provider**
- **Apprentice**
- **Coach Mentor**
Principles

• The plan is the basis of the evidence trail
• Providers must be able to demonstrate that learning took place
• Electronic on line learning obviously a gift!
• Provider tracks attendance
• Provider is accountable for the evidence trail
• Ensure dates match
• Not all providers keep attendance records
• Line manager and apprentice should track anything extra not led by the provider
Learner Self-Determined Tracking

To make this work it needs:
- To be regularly reviewed and discussed (5 mins a week)
- Summarised at tri-partite reviews
- To focus on the learning gained not the time spent (count the time, discuss the learning)

Module Title

Learning Event (Activity, Task, Assignment)

What happened?

What did I learn?

What does this mean for the future?

Off the Job Learning Hours Planned Estimate

Off the Job Learning Hours Log (Actual Time)

Guidance

- Change the headings if you have a structure that works better for you.
- Always make a note of the date of events and activities to help keep you see the progression in your learning.
- There is an estimate of the time typically spent in off the job learning in your

![Image](image.png)

Learning Journal

17 September

- Induction - Group Discussion on Individual vs Group Experience

What did I expect to happen: I was anticipating lots of people in similar roles with lots of common experience, and because I have been in post for a long time, that I would not necessarily learn much that was new to me about my role from others.

What happened: At the induction group session there were far more variations in how roles operate, in responsibilities, levels of accountability, budgets, scope etc. than I had expected from across the different organisations, many people had a much wider range of skills required than I use currently.

It went well: I have made a real change in my usual first meeting approach and day to day roles.

Does this mean for me - what have I learned?

- Realised that I can be a bit too quick to judge a situation and as a result I miss valuable opportunities, including understanding more about the knowledge of people around me.
- Spend time exploring what is actually in front of me.
- How much opportunity there is to expand my current role and to keep spending time exploring how other organisations work, look for the stice and apply this in my own department.

It might be useful later, even if I can’t need to ‘bank’ what I learn.
GOOD PRACTICE
What’s the purpose; what’s the prize

<table>
<thead>
<tr>
<th>Expansive</th>
<th>Restrictive</th>
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<tbody>
<tr>
<td><strong>C1</strong> Apprenticeship develops occupational expertise to a standard recognised by industry</td>
<td>Apprenticeship develops skills for a limited job role</td>
</tr>
<tr>
<td><strong>C2</strong> Employer and provider understand that Apprenticeship is a platform for career progression and occupational recognition/ registration</td>
<td>Apprenticeship doesn’t build the capacity to progress beyond present job role</td>
</tr>
<tr>
<td><strong>C3</strong> Apprentice has dual status as learner and employee: explicit recognition of, and support for, apprentice as learner</td>
<td>Status as employee dominates: limited recognition of, and support for, apprentice as learner</td>
</tr>
<tr>
<td><strong>C4</strong> Apprentice makes a gradual transition to productive worker and is stretched to develop expertise in their occupational field</td>
<td>Fast transition to productive worker with limited knowledge of occupational field</td>
</tr>
<tr>
<td><strong>C5</strong> Apprentice is treated as a member of an occupational community with access to the community’s rules, history, occupational knowledge and practical expertise</td>
<td>Apprentice treated as extra pair of hands who only needs access to limited knowledge and skills to perform job</td>
</tr>
<tr>
<td><strong>C6</strong> Apprentice participates in different communities of practice inside and outside the workplace</td>
<td>Training restricted to narrowly-defined job role and work station</td>
</tr>
<tr>
<td><strong>C7</strong> Apprentice’s work tasks and training mapped onto the occupational standard and assessment requirements to ensure they become fully competent</td>
<td>Weak relationship between workplace tasks, the occupational standard and assessment procedures</td>
</tr>
<tr>
<td><strong>C8</strong> Apprentice gains qualifications that have labour market currency and support progression to next level (career and/or education)</td>
<td>Apprentice doesn’t have the opportunity to gain valuable and portable qualifications</td>
</tr>
<tr>
<td><strong>C9</strong> Off-the-job training includes time for reflection and stretches apprentice to reach their full potential</td>
<td>Supporting individual apprentice to fulfil their potential is not seen as a priority</td>
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<tr>
<td><strong>C10</strong> Apprentice’s existing skills and knowledge recognised and valued and used as platform for new learning</td>
<td>Apprentice is regarded as a ‘blank sheet’ or ‘empty vessel’</td>
</tr>
<tr>
<td><strong>C11</strong> Apprentice’s progress closely monitored and involves regular constructive feedback from range of employer and provider personnel who take a holistic approach</td>
<td>Apprentice’s progress monitored for job performance with limited developmental feedback</td>
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Commitment Statement – AKA ‘the plan’

‘This statement should set out how the provider intends to fulfil the 20% off-the-job training requirement’

<table>
<thead>
<tr>
<th>Off the Job Elements</th>
<th>Approx Hours</th>
<th>Estimated Start Date</th>
<th>Delivery Organisation</th>
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<tbody>
<tr>
<td>This learning equates to the 20% minimum of the job training required by all apprenticeships</td>
<td></td>
<td>mm/yyyy</td>
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<tr>
<td>Module / Assignment Qualification / Exam / Review</td>
<td></td>
<td>mm/yyyy</td>
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<tr>
<td>End Point Assessment</td>
<td></td>
<td>mm/yyyy</td>
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What to expect from your provider

- A map setting out content and detailing the of the off and on the job requirements generally for this apprenticeship, and when this is needed
- Clear instructions as to what is needed when from the line manager and apprentice for their learning plan
- Insist on a robust Initial Needs Assessment, identifying prior learning and gaps
- A provider who understand how the Apprenticeship supports your business and workforce development plan

- To rebook missed formal off the job sessions quickly - and track them - don’t let this back up and become a log jam
- To work closely together during the initial assessments and development of learning plans
- Contextualise English and Maths if needed within the specific occupation
- Make the tripartite review process work:
  - Review and bank time spent
  - Review learning journals and logs
  - Plan next off the job sessions
  - Address any possible shortfall
Options

Structured Learning
• Job shadowing
• Make induction count
• Year 2 apprentices mentoring Year 1 Apprentices or running ‘If I knew then what I know now sessions’
• Group sessions on key topics
• Learning Hours – pre-set time at the end of the day
• Scheduling off the job in less busy times
• Early professional body membership

Learning Groups
• Apprentice ‘cohort’ projects
• Group ‘how is it going’ facilitated sessions
• Second level analysis -
• Learning sets apprentices to come together as a group to discuss experiences and so that the less experienced apprentices can benefit from the experiences of those in later years
Options

Self/ Personal Development

• Year 2 apprentices mentoring Year 1 Apprentices
• Use the tripartite review to explore interests and stretch
• Involving staff on counselling or mentoring training in apprenticeship support roles
• Keeping a reflecting learning log or a journal - tasks usually take longer than you think.
• Workplace mentors help apprentice bed in learning
• Use the tripartite review to explore interest and stretch

• Reflective learning journals as part of the progress reviews

Team Determined

• Review relevant tasks in the team that the apprentice can undertake with clear input from the ‘expert’
• Added Value tasks ‘second level analysis’
• Work exchange /staff exchange/ expert exchange - short pieces of work for the apprentice in a different department on a reciprocal basis
Successful Practice 20% and 80%

- Know what is needed for 20% and 80%
  - by module / topic
  - when it is needed

- Develop a central blueprint with the provider for this apprenticeship setting out what extra is needed by you and how this can be delivered

- Be honest with people about the importance of off the job learning and the tracking - and position it as it was intended i.e. to allow dedicated time to learn

- Have a plan with the provider - structured learning, planned, managed then reviewed is key

- Ensure that the apprentice understands the off the job elements and also looks for opportunities to understand and acquire this

- Line Manager’s need to spend time, as little as 5 minutes a week helping the apprentice bank what is learned

- Plan close integration between the on-and off-the-job elements of the Apprenticeship programme

- Work with the teams to provide input and ideas

- Make it a requirement that the apprentice tracks their own learning

- Look for opportunities to centrally run KSB sessions
QUESTIONS
FURTHER INFORMATION

Resources

• Slides, Webcast & Line Manager Guide available on the K-Hub (Folder: LGA Support Offer/Webinars)
• AELP Guide to of-the-Job Training
• DfE Apprenticeship off-the-job Policy Background and Examples
• Email info@spark.org.uk with
  – Queries
  – Examples
  – Documents

LGA WEBINAR PROGRAMME: KHUB Library (Folder: LGA Support Offer)