Off & On the Job Training

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Welcome

This session will be looking at Off and On the Job (O&OTJ) training principles in the context of an Apprenticeship

Objective

- Share the basic principles of O&OTJ training

Outcome

- This will provide you with an understanding of the balance between O&OTJ training and the requirements in order to be compliant.

Agenda / Today

- Definition off and on the job training
- End to end considerations
- The difference between off and on the job training
- The basis of off and on the job training
- Essential factor
- Auditable requirements
- Examples of off and on the job training
- Delivery models
- Key challenge
- Questions

What is Off and On the job Training ?

The ESFA definition is;

66. Off-the-job training is a statutory requirement for an English apprenticeship. The provider must verify that the off-the-job training delivered to the apprentice meets the following definition:

66.1. It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, **for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking**. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.

66.2. It is not on-the-job training, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship.

Funding rules;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155957/Apprenticeship_funding_rules_2324_Version_1.pdf

Off the job training guide;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110377/20221011_OTJ_Guide_v4_-_For_22_23_Rules_Final.pdf

Handouts and templates;
https://www.gov.uk/government/publications/apprenticeships-off-the-job-training

Considerations

KSB's
Apprenticeship standard

ESFA
Compliance Planned Hours

Professional Bodies
i.e. NMC, HCPC, GMC

Delivery model

OFSTED
Education Inspection framework

Recording Systems & Process
Manual, online, validating etc.

EPA
Requirements at gateway outlined in the assessment plan

The number of off the job hours for the planned learning period must be documented on the apprenticeship agreement, training plan and the ILR reconcile.

NB: Does not include EPA preparation

What is the difference between on and off the job training?

Off-the-Job Training

Training that is provided to the apprentice away from their job - It is guided by the principle of 'learning while doing'.

Advantage: *The trainer is more likely to provide high quality training, as they will be a skilled expert in this specific area*

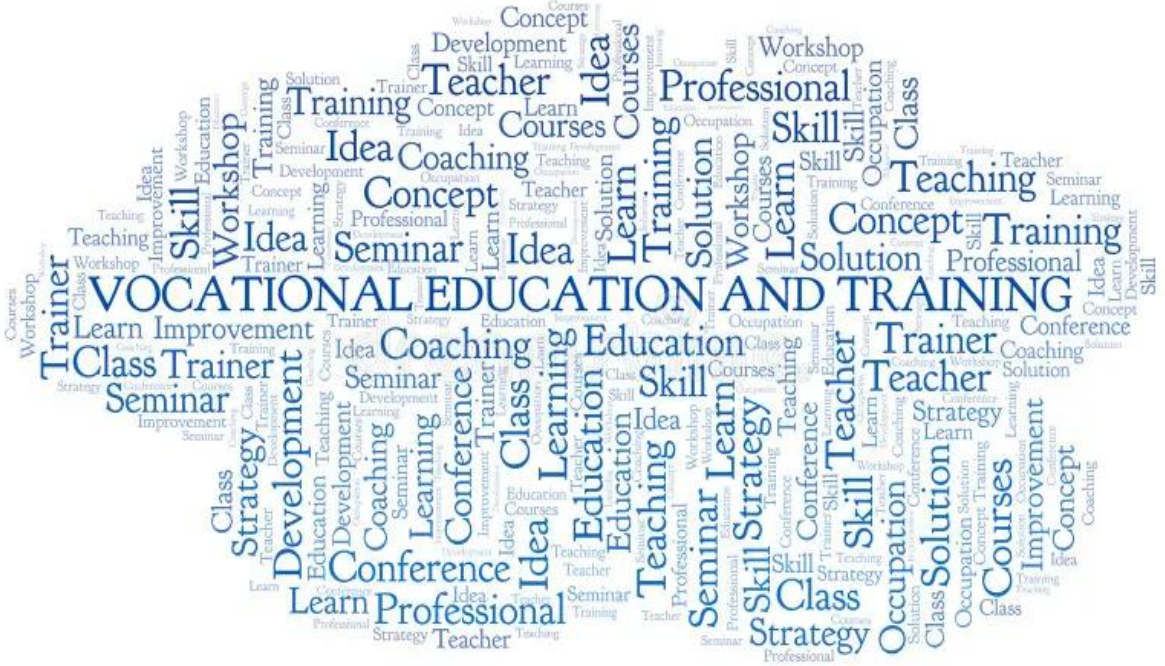
Disadvantage: *Training might not be tailored to the business and the employee is spending time away from the workplace to complete the training*

On-the-Job Training

Training that is applied to the workplace while the apprentice is actually working in their aspired role - application in practice

Advantage: *It can be tailored to the needs of the business, such as using the specific machinery that the business uses*

Disadvantage: *The employee representatives providing the training may be ineffective*



Learning and Training for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking.

What forms the basis of on and off the job training?

OCCUPATIONAL COMPETENCE

Development of the KSB's are the golden thread that run end to end across the apprenticeship journey from the starting point to occupational competence

End Point Assessment

An end-point assessment tests an apprentice's competency against the knowledge, skills and behaviours.

- Be relevant to the apprenticeship programme.
- Be separate from the normal day-to-day job role and working environment.
- Focus on developing new knowledge, skills, and behaviours.
- Take place during normal paid working hours.

Knowledge, Skills & Behaviours (KSB's)

Knowledge, skills and behaviours form the basis of the apprenticeship's on-and-off-the-job training.

STARTING POINT

Essential factor

ALIGNMENT

Ofsted observation in HEI's;

There is a misalignment of the taught knowledge component and the workplace application

Clarity on the academic and workplace cycle in harmony is essential to providing a structure for the apprentice to progress and develop

Needs to be well captured in the progress reviews

Auditable requirements

The number of planned off the job hours must be documented on the apprenticeship agreement, training plan and the ILR reconcile.

The evidence pack must contain details of when, where and how the hours of the off the job training are calculated/planned to be delivered.

Where an apprentice is in learning, the evidence pack must contain evidence of the actual off the job training hours delivered to date and evidence that delivery meets the definition of off the job

The off the job log should detail the;

- activity undertaken and how it links to the standard to show new relevant knowledge, skills and behaviours
- duration of the activity
- timings of the activity to show it was undertaken in the learners normal working hours

Funding change 23/24

NB: The apprentice must evidence active learning is taking in every calendar month of the practical period. A break in learning (BIL) must be used where there is no plan for active learning to take place within a calendar month

Off the Job training

- Gaining the knowledge and understanding required to do the job
- leads towards the achievement of the apprenticeship
- Learning that is undertaken outside of day-to-day work duties

Examples:

- The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training);
- Practical training (e.g. shadowing, mentoring, industry visits and participation in competitions);
- Learning support
- Time spent writing assignments.
- Revision (where this is specifically required for achievement of the apprenticeship).

On the job training

- Learning how to do the job
- Apply the knowledge learnt in practice to develop the practical skills required to perform the job.
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- It takes place in a normal work environment

Examples:

- In house training relevant to the apprenticeship
- Training in new working practices /equipment
- Shadowing
- Coaching
- Simulation

Funding rule change 23/24

NB: Examinations and other testing must not be included as off-the-job training. These do not meet the definition of new learning.

Handouts: Guidance for Employers
Off the job Menu

Models of delivery

Day release – *will generally spend four days a week in the workplace, and then attend a University campus one day a week.*

Blended delivery - *an approach that combines online knowledge delivery and educational opportunities for interaction online with on campus delivery - 80-20*

Block release - *all the time spent in the workplace, apart from blocks of knowledge based delivery where the apprentice would attend a University campus.*

100% work-based model - *no regularly attendance at the Providers venue. All of the knowledge based training is delivered in the workplace.*

Key Challenge

Releasing apprentices for off the job training

How do you bring an apprentice to a point of being competent without taking them out of the workplace?

- Know the flow of work when planning a fit for purpose curriculum

- Be clear with messaging from the outset informing on;
  - the importance, articulating the benefits to the organisation (ROI) that will result in the apprentice taking more responsibility to become skilled and productive.
  - setting clear realistic and timely expectations
  - informing on the impact/risk of not releasing the apprentice for Off the job training

- Starting point –
  - Understanding what success looks like for the employer in shaping the apprentice to make them work-ready
  - Identifying incremental success measures

- Regular and timely dialogue and monitoring interventions

- Measuring success (ROI)
  - Reviewing success measures
  - Realise ROI

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Thank you
Any Questions?

Initial Assessment & Onboarding

Tim Scott-Lloyd
Partnerships and Compliance Lead
Dave Shurmer
Apprenticeship Manager

Agenda / Today

The key themes this presentation will explore;

a) Integrating the outcomes of initial assessment into an individual training plan

b) Recognition and translation of credit and experience

c) On- and Off-the-job training principles

The Starting Point: Triangulation of Evidence

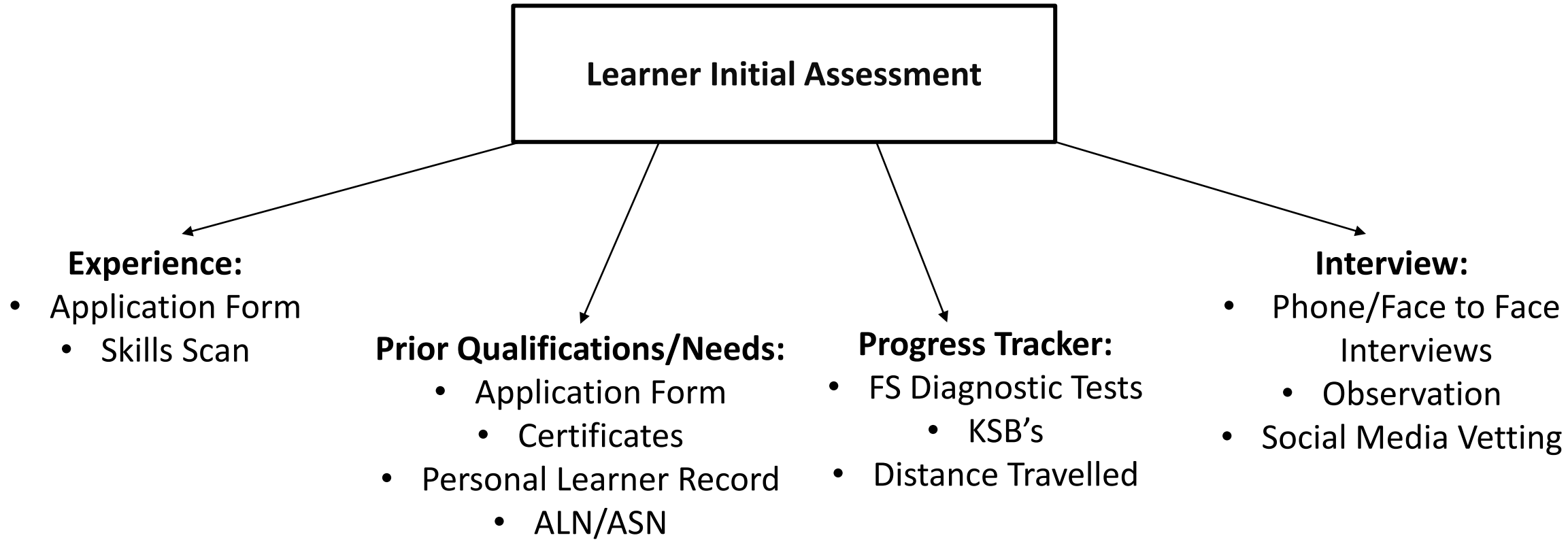
Strong initial assessment based upon a ‘how can we all be wrong’ approach, we believe is routed in a tripartite initial assessment, involving:

Learner

Employer

Training Provider

In Practice...


Learner Initial Assessment
Experience:
• Application Form
• Skills Scan
Prior Qualifications/Needs:
• Application Form
• Certificates
• Personal Learner Record
• ALN/ASN
Progress Tracker:
• FS Diagnostic Tests
• KSB's
• Distance Travelled
Interview:
• Phone/Face to Face Interviews
• Observation
• Social Media Vetting

Progress Tracker

Progress Tracker – Learner Initial Assessment (Month 1)

Learner Name: Date:

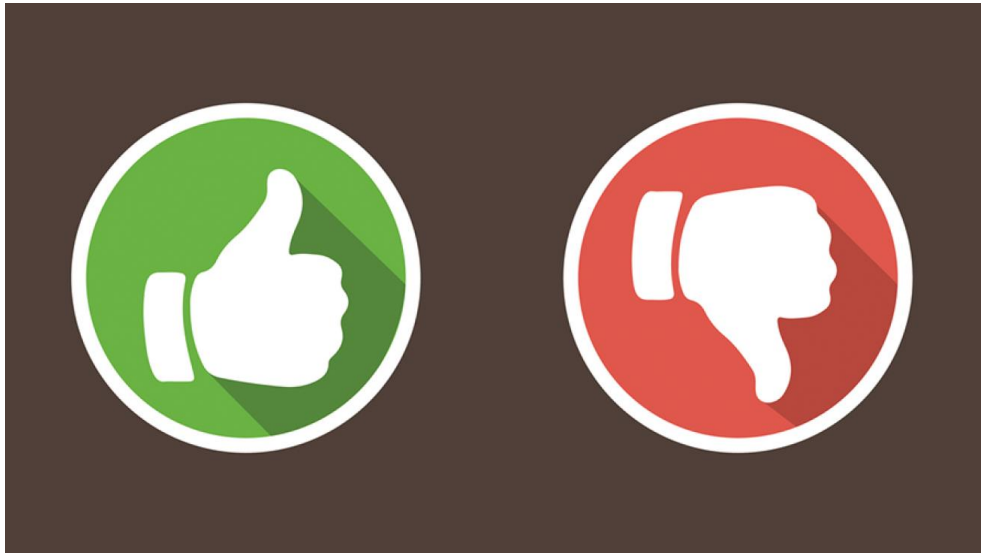
L2CAC KSB Mapping	L3TA KSB Mapping	L3EYE KSB Mapping	Theme	1 None	2 Very limited	3 Limited	4 Some	5 Emerging	6 Consolidating	7 Good	8 Developed	9 Strong	10 Expert
K13, S11	K5a, 2f, S2g	K9, K12, K15, S24, B6	Knowledge of key legislation (i.e. safeguarding, health and safety, data protection, equality act etc.)										
K2, K8, K12, S8, S12, S14, B3	K3b, K5b, K5c, S1e, S2h, S4a, S4c, B1c, B4a	K13, K14, K16, S21, S22, S23	Understanding of organisational policies & procedures										
K11, S15	K1a, K1b, K2, K3a, K3c, S3a, S3b, S3c, S4b, B2	K6, K7, K10, S7, S13, S15, S16, S17	Knowledge and application of assessment for learning principles										
K16	S1b, S1c	K1, K4, K8, S1	Knowledge and application of differentiation models (i.e. STEP principle)										
B1, B2, B4	S1d, S2d, S5b, B1a, B1b, B1d, B4b, B5a, B5b	S10, S11, S20, B1, B2, B3, B4	Knowledge and understanding of professional standards										
K3, K5, K10, K14, S7	S1f, B3b	K2, K5, S2, S14, B5	Applied skills in inclusive practice										
K9, S3, S4, S5, S6, S13, B7	K1c, S2a, S2b, B3a, B4c	K11, S25	Relevant work experience										
K4, K7, K15, S1, S2, S9, S10, B5, B6	S2c, S5a	S3, S4, S5, S6, S8, S9, S12, S18, S19, S27	Confidence to plan, lead and evaluate provision through reflective practice models										
K1, K6, B8	K4, S1a, B4d	K3, S26	Depth of pedagogical subject knowledge										

Employer & Training Provider Initial Assessment

Employer Initial Assessment				
Apprentice Start Point	**NEEDS SUPPORT**	**EMERGING**	**DEVELOPED**	**EXPERT**
Knowledge of key legislation (i.e. safeguarding, health and safety, data protection, equality act)				
Understanding of organisational policies & procedures				
Knowledge and application of assessment for learning principles				
Knowledge and application of differentiation models (i.e. STEP principle)				
Knowledge and understanding of professional standards				
Applied skills in inclusive practice				
Relevant work experience				
Confidence to plan, lead and evaluate provision through reflective practice models				
Depth of pedagogical subject knowledge				

The above employer and separate provider initial assessment is then complimented by a narrative from both parties to justify why is the chosen apprenticeship the correct programme of study?

Integrating IA to an Individual Training Plan



Subject to initial assessment eligibility being met, learners will then follow an individualised learning plan, agreed with their employer through a mix of theory session dates, in-situ observations and any additional qualifications in support of EPA (i.e., English and maths).

Recognition & Translation of Credit & Experience

The 'progress tracker' is thus complimented through the following:

- Skills Scan – impact on RPL?
- Narrative from Employer – why is the chosen apprenticeship the correct programme of study?
- Highest Prior Qualification – PLR, application form & impact on RPA?

4.2. Initial Assessment Outcomes (Prior Learning Accredited / Learning Gaps)	Employer & Provider Assessment (Scoring: 1 = limited, 10 = comprehensive)									
	None	Very limited	Limited	Some	Emerging	Consolidating	Good	Developed	Strong	Expert
Knowledge (pedagogy, legislation, best practice and organisational procedures etc.)	1	2	3	4	5	6	7	8	9	10
Skills (differentiation, assessment for learning and application of key policies (H&S, SG, E&D, BV) etc.)	1	2	3	4	5	6	7	8	9	10
Behaviours (professional standards, modelling etc.)	1	2	3	4	5	6	7	8	9	10
Funding Band Adjustment Thresholds	Scores over 5 represent significant existing knowledge, experience and behaviours that require adjustment for RPL.									

Where the tripartite initial assessment highlights prior experience or learning, we will then in discussion with the employer look to adjust the total negotiated price (TNP) of the apprenticeship standard.

On- and Off-the-job Training Principles

1. How can employer support on the job training and are they aware of taught content?	• On the job planning meeting • Front loading shadowing • Ongoing communication • Regular reviews
2. Is off the job training planned and linked to taught themes?	• Timetabling • Theme mapping on Training Plan (i.e., English/maths)
3. Audit compliance – how is this tracked?	• OTJ Log – tracked via reviews • Employer end of programme meeting

Tim Scott-Lloyd

Partnerships and Compliance Lead

Dave Shurmer

Apprenticeship Manager

Thank you

Any Questions?