



# **OFF-THE-JOB** TRAINING OVERVIEW

Active leisure

## What is it?

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing. By normal working hours, we mean paid hours excluding overtime.

*"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."*

Ref: Apprenticeship off-the-job training, Policy background and examples, version 3, September 2019.

Section 2: Policy Background, outcome 10, page 6.

## Who is responsible for what?

**Employer:** Identify the activities that are available for learners to take part in during their working hours. Provide time in work for the learner to complete their independent learning and activities with their Lifetime Learning Coach.

**Lifetime Training:** Planning and setting off-the-job hours for the learner. Tracking and monitoring that off-the-job training has taken place, working with the employer and learner to ensure that off-the-job training is completed by the end of the programme of learning and allowing for progression to the End-point Assessment.

**Learner:** Tracking and monitoring their own off-the-job training, seeking opportunities to learn new skills and knowledge. Completion of self-study set by their Lifetime Learning Coach.

**Education and Skills Funding Agency (ESFA):** ESFA auditors check the evidence of off-the-job training through auditing learning reviews and evidence of learning.

**Ofsted:** Ofsted inspects the quality of apprenticeship training provision. They will review the planning and delivery of off-the-job training, as well as observing the delivery, to make judgements on the quality and its value to the apprentice's learning experience.

## What are the benefits?

1

A better understanding of overall knowledge, skills and behaviours required in the wider industry

2

Opportunity to gain new and transferable skills

3

Promotes a flexible, practical, and creative approach to learning

4

Provides an environment where learning can be explored in various ways through real-life learning

5

Working with Lifetime Training provides access to a wealth of online learning material in our online learning platform which can support and enhance in house training



# How is Lifetime Training going to support the learner with 'off-the-job' training?

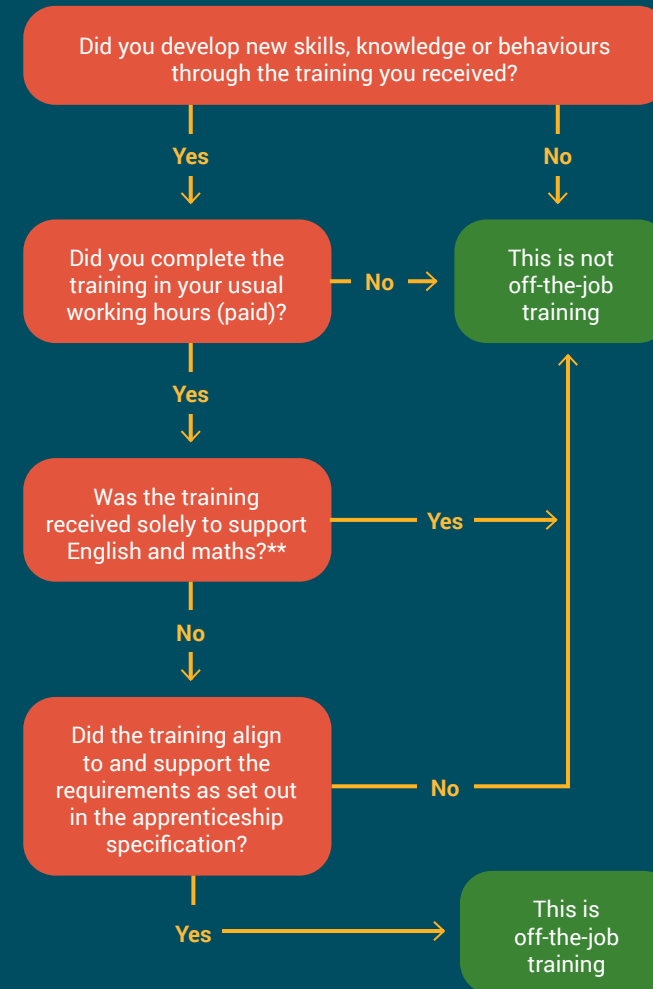
**Learner Journey and Curriculum Plan** outlines the entire journey from start to finish including off-the-job training and provides guidance on how many hours of learning it should take to complete each module/unit using the online learning platform.

**Lifetime's Online Learning Platform** which is packed with resources for off-the-job training to suit different learning styles and to help build on knowledge and behaviours. The training is broken down into topics (modules or units) which include knowledge checks, practice assessments, and learning activities. The platform also provides a view of the OTJ progression and an area for uploading evidence. This can be accessed by learners, managers and mentors.

**Skills Radar** is a detailed competency checklist outlining the skills and behaviours required across the qualification. Skills radars are personalised to each apprentice and are agreed by both the coach and apprentice. They highlight where more support is required and support discussions around setting development goals. All off-the-job interactions between the learner and Coach are organically monitored and visible on the dashboard.

**Reflective Journals** are a learner's log of all the off-the-job training activities and give a summary of any new knowledge, skills and behaviours gained. They are also used as a supporting document for building a portfolio of evidence that may be used at End-point Assessment.

# How do you know if an activity is considered as off-the-job training?



\* This is included if the learner received time in lieu

\*\* Contextualised English and maths can support OTJ requirements if still aligned to the standard specification. Training for the sole purpose of passing Functional Skills cannot be counted

## Off-the-job training summary:

Must focus on teaching new knowledge skills and behaviours rather than assessing existing skills

Must take place outside of the normal day-to-day working environment of the job role

Must be directly relevant to the apprenticeship programme

Must be completed during paid working hours and can be completed throughout the programme

## Generic practical examples of off-the-job training

- Learning new skills at work through shadowing other members of the team
- Personal development discussions to plan new learning
- In house training programmes relevant to the apprenticeship
- Coaching sessions with your Lifetime Learning Coach
- Writing reflective journals
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning through Lifetime's online learning platform and/or an in-house system
- Practice assessments to improve knowledge skills and behaviours
- Mock assignments to prepare for End-point Assessment
- Self-study including reading or watching videos
- Training on new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to the apprenticeship
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship
- Preparing for assessments (including professional discussions, observations, or interviews)

## Standard specific practical examples of off-the-job training

### Active Leisure – Level 2-3

- Attends manufacturer training on new pieces of equipment
- Participates in different classes provided by colleagues and then discusses what they have learned with their manager
- Discusses with a colleague how they plan their classes and any one-to-one support they provide
- Receives in-house training on emergency operating procedures
- Attends training days with Lifetime Learning Coach
- Shadows a mentor recruiting people into the organisation
- Shadows a colleague or mentor setting up equipment/facilities
- Shadows a colleague or mentor delivering a sales tour of the facility
- Shadows a colleague or mentor delivering an induction
- Shadows a colleague or mentor delivering a 1-2-1 or group personal training session using a range of equipment available in the facility
- Shadows a colleague or a mentor delivering an initial consultation/health screening with a new client
- Reviews products and services available within their organisation
- Spends time with mentor or relevant staff member responsible for writing financial reports
- Plans a project to improve the day-to-day running of their facility
- Accesses the online learning platform for their independent learning resources and engages in the learning activities





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