

Off The Job Training



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What is Off the Job Training?

- ✓ Off-the-job training is a statutory requirement for an English apprenticeship.
- ✓ It is ***new learning*** 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 standard*** referenced in the apprenticeship agreement.
- ✓ By normal working hours we mean paid hours excluding overtime.
- ✓ The training is required to help the apprentice become fully occupationally competent in the workplace. Therefore, it is reasonable that the apprenticeship should be delivered during the apprentice's normal working hours.
- ✓ Off-the-job training must be about ***gaining new*** Knowledge, Skills and Behaviours in line with the ***apprenticeship standards***.



Why is off-the-job training important?

- Prepare for the workplace
- Learn fundamentals and underpinning principles
- Learn safe working practice
- Cover the breadth and depth of knowledge and skills required for the range of opportunities available
- Building learners' knowledge sequentially
- Add value in the workplace



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What can be included in Off the Job Training?

Off-the-job training activities might include:

1. Learning theory/professional knowledge through:	2. Practical training through:	3. Learning support time spent on:
<ul style="list-style-type: none">• Classes and workshops• Lectures• Online learning and webinars• Masterclasses• Relevant reading• Research• Lunch and learn sessions• Role playing and simulation exercises	<ul style="list-style-type: none">• Job shadowing• Mentoring• Attending meetings• Project work• Professional networking• Events and competitions• Visits to other parts of the department or business• Visits to industry or other businesses	<ul style="list-style-type: none">• Writing self-assessments/evaluations• Writing assignments• Writing reflective journals• Revision• Peer discussions• Preparation for examinations and assessments• One-to-one tutorials that contain guided learning or support for the apprentice (with an apprenticeship coach, line manager and/or other colleague).



Why are column 1 activities most valuable?

Learning the 'right' way or a range of ways of doing things

Learners don't always know what they don't know

Learners can have discussions and seek clarification if they don't understand

1. Learning theory/professional knowledge through:
 - Classes and workshops
 - Lectures
 - Online learning and webinars
 - Masterclasses
 - Relevant reading
 - Research
 - Lunch and learn sessions
 - Role playing and simulation exercises

Learners can share experiences

Educators can check learners' understanding immediately

Learners can practise and hone their skills in a 'safe' environment before applying their knowledge and skills at work



Example entry for column 1?

Title	Great Presentations Training	Date	26 Sep 2022	Time	9:00 AM
Category	<input checked="" type="checkbox"/> Off the job / time (see course plan for minimum hours)	Duration	75 minutes		

I learned about four principles of delivering presentations which highlight the need to understand your audience considering what they need to gain from the presentation, their expectations and their prior knowledge; prepare your content ensuring that ideas are presented clearly and logically and aren't 'everything I know about...'; deliver with confidence particularly making it attractive and considering that PowerPoint is just a visual aid but also rehearsing effectively; and finally control your environment by considering the tools being used, the dress code and the needs of the audience. Having prepared and presented two presentations this week the advice in this training has already been pertinent. I ensured that I considered the needs of my audience and that my slides were clear, attractive and logically set out. The training will increase my confidence as I continue prepare presentations for the current projects and for my upcoming EPA



Learning Activity



Criteria



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Title		Date	
Job shadowing		14 Mar 2023	9:00 AM
Category	<input checked="" type="checkbox"/> Off the job	Duration	
Workplace development / internal training		660 minutes	

I spent some time shadowing a lady in the Treat Official Drafting Team (TODT) today. It was really beneficial as they use a specific system for all their work, where as my team use that same system only for very specific actions. Seeing all the functions has given me a better understanding of the functions I use and whom my actions effect.

It became clear that whilst the TODT team work closely with the Policy Team, in terms of passing certain cases to them and relying on documents published by the Policy Team to answer their mail, there is a lack of communication between the 2 teams in what would actually be beneficial documents for the TODT to use. For example a recent change in documents published by the Policy Team came as a surprise to the TODT and meant that they could not use the information in the same way anymore.

The team are looking into ways of working more closely together with the Policy Team. It highlighted to me the importance of transparency and thinking about all stakeholders, whether they are internal or external. Both teams seem to be spending a lot of energy thinking about what is best for the external stakeholders, but in the process the consideration of how they may work better with their internal stakeholders is getting lost. It made me think about the external and internal stakeholders we deal with and how I can be sure to be as inclusive as possible with the information I give out to ensure that everyone is fully aware of certain processes. It's easy to assume that one party knows what the other does, this is definitely not always the case though so it is always better to communicate the obvious to ensure everyone is on the same page.



Learning Activity



Criteria



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How can you use Column 2 effectively?

1. Learning theory/professional knowledge through:

- Classes and workshops
- Lectures
- Online learning and webinars
- Masterclasses
- Relevant reading
- Research
- Lunch and learn sessions
- Role playing and simulation exercises

For Example:
You can take the knowledge that you have gained from these methods -

You can then take that knowledge away and showcase your skills in that area.
For example: You may learn about IT systems that can be used so you would take that and shadow the use of different systems within your organisation

2. Practical training through:

- Job shadowing
- Mentoring
- Attending meetings
- Project work
- Professional networking
- Events and competitions
- Visits to other parts of the department or business
- Visits to industry or other businesses



Example entry for Column 3?

PDF ScenarioTraining-UnderstandingTeamRoles (2).pdf
501.33 KB 

Title Understanding Team Roles	Date 29 Jul 2022	Time 2:00 PM
Category Monthly assignment/study time (see cou	<input checked="" type="checkbox"/> Off the job	Duration 95 minutes

I have **learned** about Belbin's model of team roles and Benne and Sheats Group Roles which both identify that team projects and meetings work best when each person plays to their individual strengths, and when there is a balance of different, complementary roles. I tend to fall naturally into the role of Implementer or Completer-finisher, although in previous jobs, in which I had much more experience and background knowledge, I have also had the role of plant, using my ability to reflect on problems and identify a variety of resolutions. An increased awareness of my role and how it fits with the roles of my team will provide insight into how to best build on our working relationships and understand each other's strengths and weaknesses.

 **1** Learning Activity

 **1** Criteria



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Some not so good examples

Title *
Apprenticeship day

Date *
28 Mar 2023

Time started: 01 : 00 AM

Duration: 06 : 00

completed some work

Watch my colleague working and learnt what they done

Need help to write your reflection?

Select a category *
Monthly assignment/study time...

Off the job

Title *
Work

Date *
28 Mar 2023

Time started: 12 : 00 AM

Duration: 12 : 00

Watch my colleague working and learnt what they done

Need help to write your reflection?

Select a category *
Workplace development / inter...

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A Learning Journal must not exceed 7.5 hours/450 minutes

An auditor will see this as incorrect time recorded; time must be no more than 450 minutes in one entry. Tutor will ask you to reduce this or add a 2nd entry for a different date, so you don't lose time. **For example, if you spent 10 hours over a week doing an assignment, you will be required to do separate journals for the time spent explaining what you have learnt, the impact and retention of the knowledge.**

Workplace development / internal training - learning and practicing new skills per training plan	08/12/2022 09:30	08/12/2022 17:15	Shadowing Quality Assurance Team and Advancing Cases for Ministerial Approval	465	<input checked="" type="checkbox"/>	Edit	Delete
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Where an entry is completed through the assessment, tutor will work with you to amend the entry and log the correct time. **Ideally avoid this and just record a separate journal again logging no more than 450 minutes.**

Assessment(Written Assignment)	20/10/2023 12:00	20/10/2023 20:40	External Factors assignment	520	<input checked="" type="checkbox"/>	None
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Correct time recorded @7.5 hours or less

An auditor will accept this entry logged, with the supporting learning Journal mapped to criteria. ***Learner journal not shared due to GDPR***

Personal Development - organisation

1 Apr 2022 8:00 AM

internal training - learning and practicing

Off the job

415 minutes

I have been learning about prioritisation and managing the expectations of colleagues to ensure that they are aware of what is happening and when. In my role as risk manager for the programme I am very keen to take responsibility for completing the task well so I have ensured that I have contacted each of the areas to discuss their risks and keep lines of communication open. I am also learning more about the management of risks and the importance of registering actions/ decisions that have been made and how to do that effectively.

1 Learning Activity

8 Criteria

Behaviours

Skills



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What are the rules and what can't be counted?

The apprenticeship funding rules state that off-the-job training does not include:

- Training to acquire knowledge, skills and behaviours **that are not required** in the standard or framework.
 - **Example** – You are completing a Business Administration level 3 Standard and you complete a driving course. This is great for your personal achievements but would not be relevant to your standard or framework.
- **Apprenticeship progress reviews** or on-programme assessment required for an apprenticeship framework or standard.
- Training which takes place **outside** the apprentice's normal working hours.
- **English and maths** (up to level 2) which is funded separately.
- **Safeguarding activities** – Such as the monthly safeguarding quiz.



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What are the rules and what can't be counted?

Further information to be aware of –

- Training which takes place outside the apprentice's normal working hours.
- **Example** – You must ensure that you are only completing your apprenticeship work through the hours you work. If, for example, you complete work outside of these hours you need to ensure that you have obtained permission previously from your manager as you will need to claim these hours back. You must also ensure that you are stating that in your learning journal entry.
- Safeguarding activities – Such as the monthly safeguarding quiz.
- **Example** – Safeguarding - Working from home course – Within certain standards and frameworks this can be used as it will be relevant to modules such as 'relevant regulations and policies'. It is vital that if you are inputting this as Off The Job time that you are focusing on the 3 I's and linking this to the relevant criteria.
- Apprenticeship progress reviews or on-programme assessment required for an apprenticeship framework or standard.
- If an 8 week review is carried out through a training session then you need to deduct the time the review has taken from the entry. You can only use the time it took for the training session.



Title	Safeguarding oversight training / forum	Date	9 Feb 2023	Time	10:00 AM
Category	<input checked="" type="checkbox"/> Off the job	Duration	180 minutes		
Workplace development / internal training					

1. Internal training to help better achieve the safeguarding oversight function of my job. I learnt how to fully utilise the Customer Relationship Management (CRM) software. There was also a teach-in section where there was a step-by-step fully explained example of how to manage a type of casework. There was also a forum section of the training where I was able to understand where people had run into difficulties with their cases, I can know what to do if I get into similar situations and won't be stuck and can easily resolve the case.
3. Limited implementation needed as it was training which is naturally implemented following the session.
4. This will positively impact my job as I am now able to navigate the CRM software with ease and I will know how to approach the type of safeguarding case that was covered in the session. This will allow me to approach my safeguarding work with more confidence.

 1 Learning Activity

 1 Criteria

Knowledge

Policies

6.1 Understands the organisation's internal policies and key business policies relating to sector

3 I's – Are you using them?

Focus on the 3 questions when writing your reflection:

- 1. Intent:** *What have you learnt from the learning activity?*
- 3. Implementation:** *How will you implement the learning into your job role?*
- 4. Impact:** *What impact will the learning have on your job role?*

Title	Date	Time
Managing Change Assignment Research	30 Jul 2024	3:30 PM
Category	Duration	
<input checked="" type="checkbox"/> Off the job	120 minutes	
Monthly assignment/study time (see cou		

I read through the managing change assignment, criteria and workbooks. From this I designed a plan for tackling the assignment and researched various different theories, strategies and models for managing change. I then mapped these models to my own experience of managing change in my administrative role at the [REDACTED].

From this I have learnt about numerous principles for effectively managing change in the workplace and reflected on how these have been put into practice in my unit. Some of the theories and models I have researched are Budner's scale of intolerance for ambiguity, Kotter's theory on 'winning at change,' Bridges model, Managing Transitions and Herzberg's 2 factor theory.

The impact of this on my role is that I am more self aware of my own approach to change and the opportunities change can bring to organisations like the [REDACTED]. On a practical note, this has impacted my role as it has developed my ability to research and apply theories of change management to my own role.

 ¹ Learning Activity

 ² Criteria



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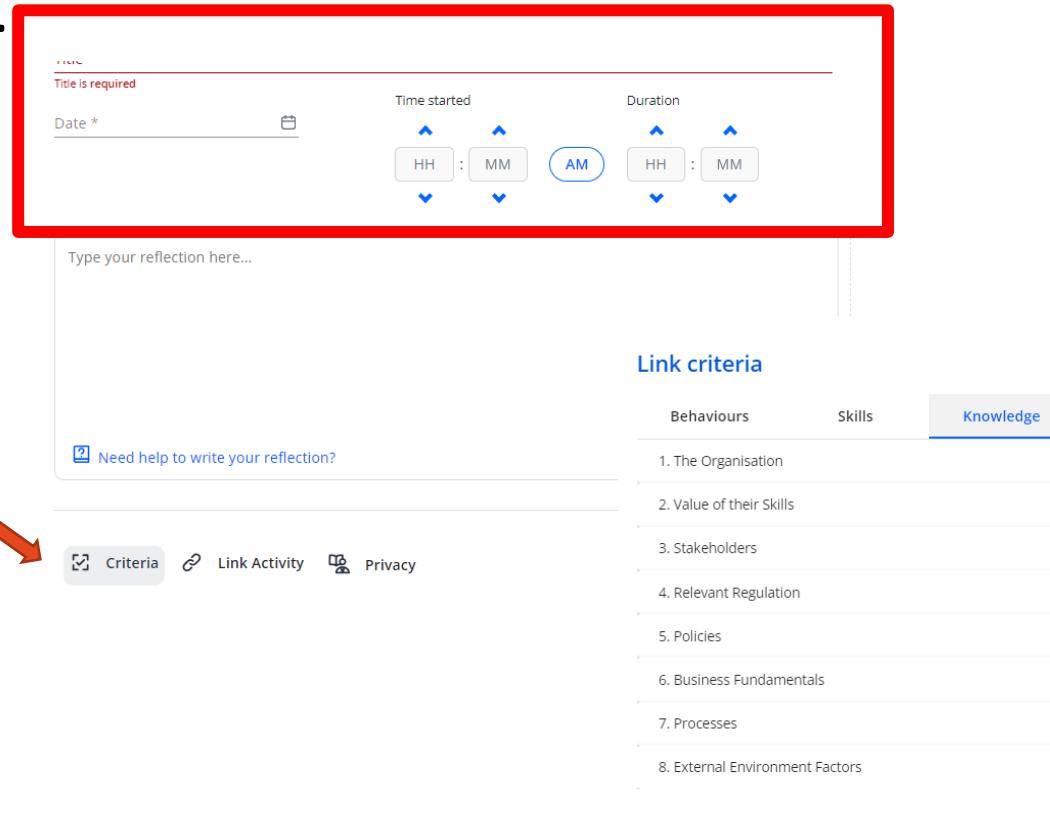


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Criteria – Are you linking your entries?

Ensure that you are linking your entry to the criteria to show where it is relevant to your apprenticeship.

1 – Once you have written your reflection choose the criteria button.



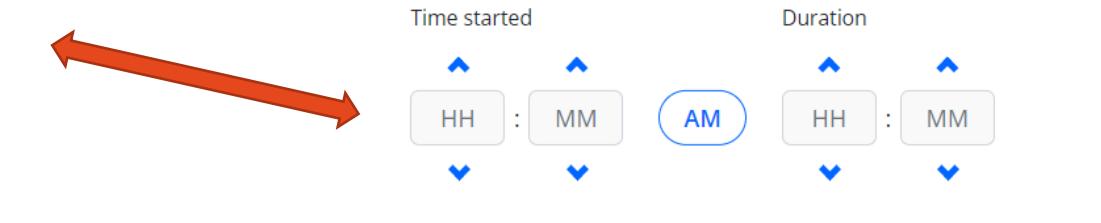
The screenshot shows a digital form for a reflection entry. At the top, there is a red box highlighting the 'Date *' input field and the 'Time started' and 'Duration' selection boxes. Below these, there is a text area labeled 'Type your reflection here...'. Further down, there is a section titled 'Link criteria' with tabs for 'Behaviours', 'Skills', and 'Knowledge' (which is selected). The 'Knowledge' tab lists eight criteria: 1. The Organisation, 2. Value of their Skills, 3. Stakeholders, 4. Relevant Regulation, 5. Policies, 6. Business Fundamentals, 7. Processes, and 8. External Environment Factors. At the bottom of the form, there are buttons for 'Criteria', 'Link Activity', and 'Privacy'.

2 – Look through the criteria and choose those that are relevant to what you have completed your reflection about.



How you can keep up to date with your journal – Hints and tips

- Double check the time – change between AM and PM
- Meaningful Titles and correct category
- Make sure you have no duplicate entries.
- Make sure there are no time overlaps.
- Use the 3 I's as a guide.
- Use the visual guidance on your OneFile portfolio.
- Make time to complete your journal.
- Speak to your tutor if you need any guidance.



% of Planned OTJ [16.8%](#) OTJ Actual vs Expected (Hrs): [+5.11](#) Last OTJ Activity: [24/03/2023 11:00 \(3 Days\)](#)

- You should be adding at least one entry every week at a minimum.
- If you have a whole day a week for your apprenticeship then make sure you are logging everything you have done that day.
- Keep a notebook on your desk and make notes throughout the week so that you don't forget what you have done or record in your diary
- Consider using time management strategies to keep you focused



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Functional skills learning journal

If you are completing FS Maths and/or English, you will need to complete a learning journal.

You have 55 hours to complete each element, typically over 6 months.

This equates to approx. 2.5 hours a week, this is additional to your off the job learning for your standard.

Your tutor will track how many hours you are completing through your learning journals and advise as required.



Functional skills learning journal

Title	Date	Time
FS writing mock exam	22 Mar 2024	4:00 PM
Category	Duration	
T&L English functional skills	60 minutes	

1. I learnt to correctly use punctuation, grammar, vocabulary and also be creative, have some imagination...
3. I will implement this by applying this in my letters to the complainants
4. This will have a very positive impact on my day to day job



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