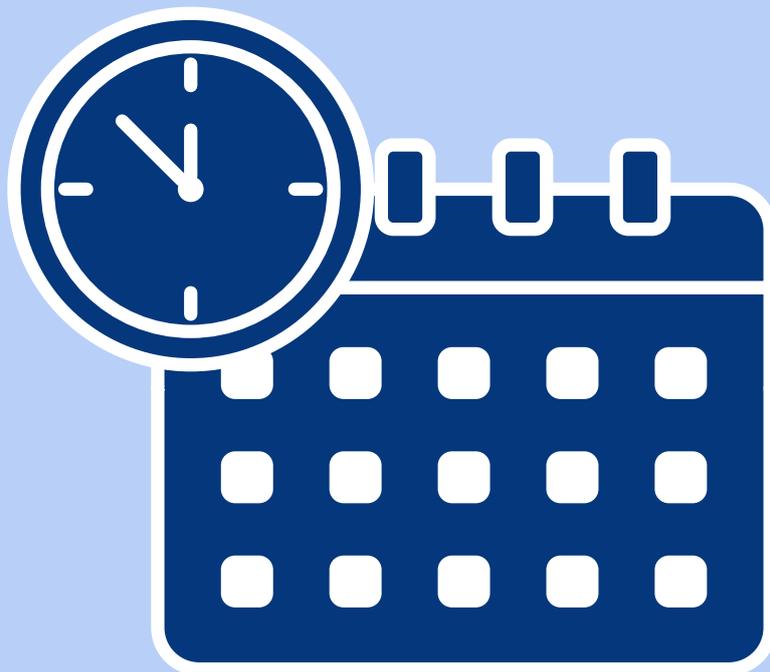




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OFF THE JOB TRAINING

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Off The Job Training Methods

A handy guide to each of the training methods



Overview



Apprenticeships must last a minimum of 12 months and involve at least 20% off-the-job training. This 20% off-the-job training requirement is measured over the course of an apprenticeship. The off-the-job training is an essential part of an apprenticeship and therefore must take place during employed time. If training must, by exception, take place in an evening, or outside of contracted hours, we would expect this to be recognised (for example, through time off in lieu).

We recognise that some apprentices may wish to undertake study or training outside of their working hours, however training undertaken outside paid employment (and therefore outside the apprenticeship) cannot be counted towards meeting the 20% requirement.

The off-the-job training must be directly relevant to the apprenticeship and includes:

- The teaching of theory
- Practical training; shadowing; mentoring; industry visits
- Attendance at competitions
- Learning support and time spent writing assessments/assignments

Off-the-job training does not include:

- English and Maths (up to level 2)
- Training which takes place outside the apprentice's paid working hours
- Progress reviews or on-programme assessment required for apprenticeship frameworks or standards

Evidencing the off-the-job

All 20% off-the-job training is recorded and monitored throughout the duration of the apprenticeship to ensure the apprentice is meeting their requirements.



One To One Coaching

We deliver the majority of our coaching sessions face to face, but where a learner requires additional support and input we can do this via telephone coaching or a mixture of both mediums. We work collaboratively with each learner to ensure that their needs and objectives are understood before planning specific coaching sessions tailored to their development needs relevant to the Apprenticeship being completed. At the start of their Apprenticeship each learner is taken through a 'skills, knowledge and behaviours' review process to identify priorities for coaching and to provide a benchmark against which progress toward end point assessment can be measured. Throughout the coaching process we undertake regular reviews of progress providing feedback to the learner and employer and adjusting the coaching plan as necessary.

Work Based Assignments & Projects

We actively encourage all Apprentices to try out their developing skills and knowledge to the benefit of their organisation. To facilitate this all learners are encouraged to complete practical, work-based assignments and projects; the focus for an assignment or project is agreed with the employer and designed to provide the learner with the opportunity to apply academic and technical skills to a practical problem in the work place and make recommendations for resolution.

E Learning

To deliver quality Apprenticeship provision we work with a number of awarding organisations including Pearson, City & Guilds and the ILM. All our Apprentices are provided with access to the relevant E learning platform provided to support their development. Pearson's 'Apprenticeship 360' provides learners with access to online workbooks, video tutorials and practice end tests whilst also providing a CV building facility and a learner discussion forum. Apprentices are also encouraged to attend learner workshops relevant to their area of study via webinar and based around the knowledge element of the standard with learners able to sign up for and dial into those workshops that are relevant to their development plan



Case Studies & Desktop Simulations

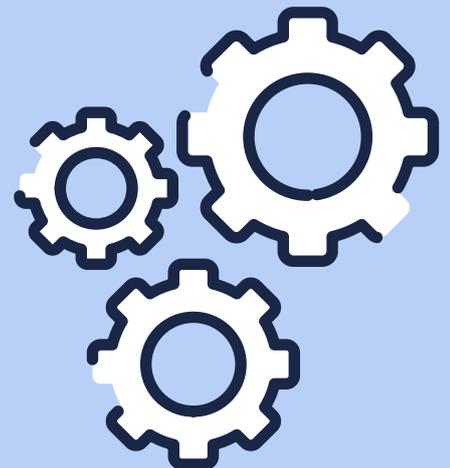
Case studies and desk top simulations provide Apprentices with the opportunity to learn using real life situations that require the application of their problem solving and decision making skills. Case studies help to simplify complex concepts and expose learners to real life situations that may otherwise be difficult to gain experience of. Learners also develop analytical thinking, communication and presentation skills. By using desk top simulations as a ready reference for when learners face similar situations in their work place.

Job Shadowing & Mentoring

We encourage all our Apprentices, with the support of their employer, to undertake job shadowing to learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing experience can be used to provide an insight into the role the learner will be working in, or it can be used to provide an understanding of the differing roles across the organisation and the skills, knowledge and behaviour needed. To support this learning experience and the on-going development of the Apprentice a work place mentor can also be put in place to provide guidance, advice and share insight into work practice and procedure.

Employer-Led Technical Training

The majority of Apprentices will need some employer specific training before they can start and work effectively in their job role. This is particularly important where the learner is working in a 'technical' role and requires technical training provided by suitably skilled staff. This will be specific to learners who are dealing with the tools and machinery and need job education training before they can perform their role. Training will be delivered by the employer and will take place off the job in a training area or at a separate work station i.e. away from the production area, thus the term 'vestibule training'; the emphasis is on learning rather than production.



Independent Learning & Research

To develop lifelong learning skills that will support them throughout their career all Apprentices can expect to complete independent learning and research as part of their studies ensuring that they are able to think, act and pursue their own studies and skills development autonomously. Competing independent learning increases confidence and motivation and gives the learner a greater awareness of their limitations and how to manage them.