



I N T E C
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C O L L E G E S

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Est. 1982

20% Off-The-Job Training

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Off-The-Job Training

All Apprentices must receive 20% off-the-job training. The 20% threshold is the minimum amount of time that should be spent doing off-the-job training during an Apprenticeship. Although this sounds like a large amount of time, all off-the-job training must be relevant to their programme, thus their job role, and can include:

- The teaching of theory.
- Practical sessions including - Shadowing, mentoring, industry visits.
- Learning support and time spent writing assignments/assessments.

Off-the-job training does not include functional skill delivery, progress review or training outside of working hours.



70 : 20 : 10

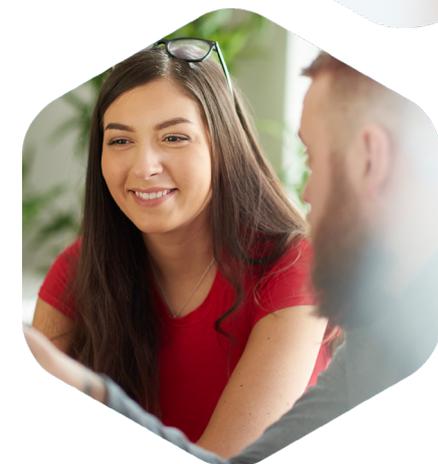
The 70%, 20%, 10% theory was developed from leadership research conducted in the 80's and 90's. Those surveyed were asked how they felt they learned and the general response was:

- **70% from challenging assignments**
 - Experimental learning whilst 'on the job', learning from experiences.
- **20% from developmental relationships**
 - Social learning, mentoring and interaction with colleagues, customers and partners that develop behaviours.
 - This learning is likely to be spontaneous and uninstructed.
- **10% from coursework and training**
 - Structured learning from Tutoring/ e-learning and other formal learning programmes).

The ESFA formally acknowledge that the 20% and 10% activities will contribute towards the 20% off the job requirement.



To meet the funding rules set out by the Education Skills Funding Agency (ESFA) and Ofsted, it is important at the programme outset that we plan in advance with each learner how the off-the-job learning will take place. As part of the Initial Assessment we plan with the learner and employer where this time spent off-the-job will come from. This will then be recorded in the learners learning diary.





Our 2 Learner Cohorts

1.

Learners Recruited: For learners recruited into a new job then the requirement¹ to meet off-the-job training can be easy to evidence. From day 1 the learner will be learning a new role, developing their knowledge, skills and behaviours. We will record:

- Learner/employer induction.
- All new learning activity undertaken with Intec Tutor/Assessors as detailed in our Scheme of Work and Lesson Plans including learning that takes place between meetings.
- E-learning.
- Learning of new behaviours.
- All new learning undertaken in the workplace, including shadowing and mentoring.

It would be a fair assessment to say that a newly recruited learner is developing new knowledge, skills and behaviours for the first 3 months of employment and then on an ad hoc basis beyond this point.

2.

Learners Already In Employment: Learners who are already in employment but are undertaking an Apprenticeship to enhance their personal and professional development are much more complex in evidencing as they have the skills, knowledge and understanding of the workplace already.

New knowledge, skills and behaviours are more likely to be derived from the teaching and learning undertaken with Intec as well as behavioural learning when developing new skills. We will record:

- All new learning activity undertaken with Intec
- Tutor/Assessors visits as detailed in our Scheme of Work and Lesson Plans including learning that takes place between meetings.
- E-learning.
- Learning of new behaviours relevant to their Apprenticeship, for example a learner may develop their knowledge of best practice through the implementation of an Appraisal system.
- All new learning undertaken in the workplace which will include shadowing and mentoring.

In addition to the planned learning, we will also reflect with the learner each meeting what they have learnt between visits, this is recorded in their learning diary and then formalised on our online learning portal, Learning Assistant.

Enabling you to develop, progress and achieve.