

APPRENTICESHIP

WORKFORCE DEVELOPMENT

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Integrating on-and off-the-job learning/training – Template Action Plan

The following exemplar action plan provides some suggestions as to the issues you might want to include in your action plan based on your learnings from the **Integrating on-and off-the-job learning/training (03-1)** course. Your action plan will be a working document which you will want to add to and amend. It is, however, helpful to include some initial dates so that you can monitor your progress and amend accordingly.

TO NOTE: The roles identified in this action plan and the dates included are for illustrative purposes only. It is important that you work collaboratively across your organisation to identify who has the accountability, capacity, and capability to undertake the actions required.

Integrating On and Off the Job Training – Template Action Plan

Action	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
1.	Employers are not sufficiently briefed on work-based learning they can deliver linked to the curriculum.	<ol style="list-style-type: none"> 1. Adapt AWD Module Mapping template to suit our apprenticeship delivery – alternatively update existing Training Plan/Course documents if suitable. 2. Each course/module lead to populate template for each module to show sessions, content overview, mapped KSBs, off-the-job training, self-guided study and aligned work based/on-the-job activities to support learning for that session. 3. Share the new documents with all employers and hold launch event to explain purpose and how to use (recorded webinar may be needed). 4. Work-based (WB) Coach to utilise document at each TPR to support required work-based/on-the-job learning and create actions with employer and apprentice to deliver that. 5. Update employer/apprentice course information packs and inductions to include these new documents. 	Course Leads/Tutors/ Apprentice Coaches	01/4/24	Complete
2.	Aligned on-the-job /work-based activities are not discussed routinely as part of our TPRs	<ol style="list-style-type: none"> 1. Conduct 10% review of all or apprenticeship’s last TPR’s delivered (review forms and learning conversation principles) to identify good practice and 	Apprentice Manager/Work-Based	12/04/24	Complete

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		<p>areas for improvement.</p> <ol style="list-style-type: none"> 2. Review standard agenda and form used for TPRs to ensure discussion and actions related to on-the-job training/work-based activities aligned to the curriculum are a standard element of the TPR. 3. Ensure WB Coaches have access to good guidance on the work-based activities required, linked to each session/module to enable them to have effective TPR discussions and support action setting with employer and apprentice (utilise AWD template when not available currently). 4. Deliver training session to WB Coaches who deliver TPRs on requirements and good practice in this area. 5. Repeat 10% audit in 6 months and 12 months to measure improvements and identify any further training requirements. 	Coaches/Course Leads		
3.	Employers are not providing sufficient off-the-job learning time or access to the right work-based learning activities.	<ol style="list-style-type: none"> 1. Discuss and agree actions at TPRs on the off the job time and work-based activities required at that point in the apprenticeship. Ensure documented on TPR record and actions followed up at next TPR (or before if needed). Utilise new Module Mapping Plans (see action a) to plan work-based 	Apprentice Manager/WB Coaches/Senior Team	01/05/24	In Progress

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		<p>activities in advance.</p> <p>2. Review application, induction and re-induction content to ensure off-the-job hour requirements are clearly laid out in Training Plan and induction content, alongside the employer requirements to support that in the workplace.</p> <p>3. Review of how apprentice job roles and employer businesses are scoped and assessed at application to ensure they both meet the requirements of the KSBs (map job descriptions and employer context to KSBs).</p> <p>4. Escalate repeat issues with employers who are not fully supporting apprentices to senior employer contact for resolution.</p> <p>5. Flag employer 'repeat offenders' to our senior team to consider stopping future recruitment with that employer.</p>			
4.	<p>a. We do not involve our employers enough in the planning of their apprentice's training plan.</p> <p>b. We are not clear if the timing of our delivery/modules fits with our</p>	<p>1. Implement training plan review meetings with all apprentices and their employer at start of programmes. Aims of meeting:</p> <ul style="list-style-type: none"> - to ensure that employer and apprentice understand the training plan, including the required KSBs, overview of module content, delivery and timings. 	Apprentice Manager/Course Leads/WB Tutors	12/06/24	In Progress

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	employers' schedules and plans to allow apprentice to practise in the work place at the right time.	<ul style="list-style-type: none"> - discuss any potential gaps in job role to meet the KSBs and how to address those (e.g. additional work-based duties, mini-projects, shadowing other colleagues/ departments.) - discuss any issues with timing of modules and required work-based training/activities and the employer's schedules and business requirements at outset. - Review of course information available to apprentice and employer to understand their role at each stage – e.g. provision of Module Mapping Plan - Clarify EPA requirements, timings and support needed. <p>2. Ensure on-the-job requirements are reviewed at each TPR and actions agreed for employer to support where needed.</p> <p>3. Undertake review after first round of Training Plan Review Meetings to identify good practice and any improvements needed to process ahead of next round of apprentice enrolments.</p>			
5.	We do not use reflective practice or inverted learning techniques as tools to create better integration.	<ol style="list-style-type: none"> 1. Meeting with Course Leads to discuss and select one apprenticeship to pilot work on. 2. Work with course lead and tutors to identify where reflective practise and inverted 	Apprentice Manager/Course Leads/Tutors	01/07/24	In Progress

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		<p>learning can be utilised as learning and assessment activities – such adding an action learning set approach to apprentice’s work-related issues, add task for apprentice to initiate a review of a piece of work or issue with colleagues, include more reflective practice in self-directed study task.</p> <p>3. Add these activities to Training Plans or new Module Mapping Plans to share with employers and gain support.</p> <p>4. Roll out across other modules/apprenticeships.</p>			