



# OPERATIONS OR DEPARTMENTAL MANAGER

LEVEL 5 APPRENTICESHIP

# APPRENTICESHIP JOURNEY

## Overview

Apprenticeship journey comprises many different stages, below we have provided more information for some of them.

### EMPLOYER

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

### APPRENTICE

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

### APPRENTICE AND EMPLOYER

#### ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

#### NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an in undertaking an apprenticeship

#### INITIAL ASSESSMENT – LINE MANAGER

A video conference between the subject specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice

#### INITIAL ASSESSMENT – APPRENTICE

A video conference between the subject specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment.

#### FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete indicative assessment on bksb

#### START DATE IS CONFIRMED AND TRAINING BEGINS

Following the Grey Seal Delivery Model

Learning sessions

Coaching sessions

#### PROGRESS REVIEWS

These are conducted at 12 week intervals via video conference with the line manager and apprentice

# INITIAL ASSESSMENTS

## The first step

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected. This first step, is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

### LINE MANAGER

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

#### INITIAL ASSESSMENT - LINE MANAGER

##### Conducted between the Line Manager and the Subject Specialist

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each Unit or Area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

### APPRENTICE

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in [Functional Skills Maths and English](#).

#### INITIAL ASSESSMENT - APPRENTICE

##### Conducted between the Apprentice and the Subject Specialist

Each Unit or Area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

# APPRENTICESHIP JOURNEY

## Engagement



### Employer Engagement

- Finding out employer needs and objectives
- Evaluating all training options



### Identifying Apprentices

- Candidates are identified



### Confirm eligibility

- Grey Seal conducts funding compliance and eligibility checks

## Enrolment



### Initial Assessment – Skills Scan

- With Manager to ensure alignment
- With the apprentice to find out RPL



### Initial Assessment – FS

- Apprentice completes Initial Assessment and Diagnostics for maths and English



### Agreement is signed

- The employer, apprentice sign the training agreement with Grey Seal Academy

## Delivery



### Apprentices' start is planned

- Creating E-Portfolio
- Confirming induction



### Induction

- Introduction to apprenticeship
- Training takes place
- First task is set



### On programme training

- Training sessions
- Coaching sessions
- Following the Grey Seal Delivery Model

## Completion



### Mock Assessment

- Conducted at the end



### Gateway

- Agreed with line manager and apprentice



### EPA

- End point assessment takes place

## Progression

### Completion

- Certification



### Progression

- Promotion
- IAG on career progression



### Future Learning

- Move to next level
- Further Education

# 95%

Of learners would recommend Grey Seal to others\*



# OPERATIONS OR DEPARTMENTAL MANAGER

## LEVEL 5

An Operations or departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same.

Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations manager, Regional manager, Divisional manager, Department manager and Specialist managers.

### Typical Job Titles

Typical job titles: Operations manager, Regional manager, Divisional manager, Department manager and Specialist managers

### Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher.

## APPRENTICESHIP OVERVIEW



### START DATE

Flexible



### LEVEL

5



### DURATION

Typically 2.5

years



### DELIVERY

- Virtual
- In person



### ASSESSMENT

- On programme
  - EPA



### PROGRESSION

Aligns with recognition by:  
Chartered Management  
Institute  
The Institute of Leadership  
and Management

## KNOWLEDGE

What is required - through formal learning and applied according to business environment.



## INTERPERSONAL EXCELLENCE

### MANAGING PEOPLE AND DEVELOPING RELATIONSHIPS

#### LEADING PEOPLE

Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively.

#### MANAGING PEOPLE

Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people.

#### BUILDING RELATIONSHIPS

Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels.

#### COMMUNICATION

Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately..

## KNOWLEDGE

What is required - through formal learning and applied according to business environment.



# ORGANISATIONAL PERFORMANCE

## DELIVERING RESULTS

### OPERATIONAL MANAGEMENT

Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (eg SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand data security and management, and the effective use of technology in an organisation.

### PROJECT MANAGEMENT

Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.

### FINANCE

Understand business finance: how to manage budgets, and financial forecasting.



## KNOWLEDGE

What is required - through formal learning and applied according to business environment.



## PERSONAL EFFECTIVENESS

### MANAGING SELF

#### SELF AWARENESS

Understand own impact and emotional intelligence. Understand different and learning and behaviour styles

#### MANAGEMENT OF SELF

Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.

#### DECISION MAKING

Understand problem solving and decision making techniques, including data analysis.

Understand organisational values and ethics and their impact on decision making.

## SKILLS

What is required  
(acquired and  
demonstrated  
through continuous  
professional  
development)



## INTERPERSONAL EXCELLENCE

### MANAGING PEOPLE AND DEVELOPING RELATIONSHIPS

#### LEADING PEOPLE

Able to communicate organisational vision and goals and how these to apply to teams.

Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation

#### MANAGING PEOPLE

Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others.

#### BUILDING RELATIONSHIPS

Able to build trust, and use effective negotiation and influencing skills and manage conflict.

Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.

#### COMMUNICATION

Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback.

## SKILLS

What is required  
(acquired and  
demonstrated  
through continuous  
professional  
development)



# ORGANISATIONAL PERFORMANCE

## DELIVERING RESULTS

### OPERATIONAL MANAGEMENT

Able to input into strategic planning and create plans in line with organisational objectives.  
Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data..

### PROJECT MANAGEMENT

Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.

### FINANCE

Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach and recommendations accordingly.

## SKILLS

What is required  
(acquired and  
demonstrated  
through continuous  
professional  
development)



## PERSONAL EFFECTIVENESS

### MANAGING SELF

#### SELF AWARENESS

Able to reflect on own performance, working style and its impact on others.

#### MANAGEMENT OF SELF

Able to create a personal development plan. Use of time management and prioritisation techniques.

#### DECISION MAKING

Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques

## BEHAVIOURS

What is required  
(developed and  
exhibited in the  
workplace)



## BEHAVIOURS

### DEVELOPED AND EXHIBITED IN THE WORKPLACE

#### TAKES RESPONSIBILITY

Drive to achieve in all aspects of work. Demonstrates resilience and accountability.

Determination when managing difficult situations. Seeks new opportunities.

#### INCLUSIVE

Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.

#### AGILE

Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working.

#### PROFESSIONALISM

Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

# GATEWAY

## INFORMATION AND GUIDANCE

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

### PORTFOLIO OF EVIDENCE

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence must be clearly mapped, in an annex, against the KSBs allocated to this assessment method
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment except for evidence for S8.1. (Able to reflect on own performance, working style and its impact on others.)

COMPLETED  
BEFORE  
GATEWAY

ON PROGRAMME

Portfolio of Evidence

100%

FUNCTIONAL SKILLS

Maths and English  
achieved

Level  
2

MOCK EPA

With GSA Trainer

MOCK

# EPA

## ASSESSMENT METHODS

The EPA will be completed within an EPA period lasting typically of 4 months, after the EPA gateway

### ASSESSMENT METHOD 1

#### Project proposal, presentation and questioning

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit.

The project proposal must be undertaken after the apprentice has gone through the gateway.

This assessment method includes two components:

- an outcome component - a proposal based on post gateway work
- a presentation with questioning to ensure the apprentice is assessed against the KSBs assigned to this assessment method.

### ASSESSMENT METHOD 2

#### Professional discussion underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation

All assessment methods are weighted equally in their contribution to the overall EPA grade

#### GRADES AWARDED

FAIL

PASS

DISTINCTION





## DELIVERY MODEL

### TIME LINE

Knowledge, Skills and Behaviours, as described in earlier pages, are delivered as individual Units over a period of approximately 13 months.

The Units are delivered in a an order that ensures that apprentices are acquiring knowledge in a logical order and are building on it, with each new Unit linking previous learning with new learning.

Although this order is the one we recommend, it can be tailored to each learner’s specific needs and altered to fit in with organisational demands.

Months 1-9

Maths and English, if required

Months  
1-18



Month  
19



Months  
20-24





| Unit 1   | Awareness of Self      |
|--|------------------------|
| Understand own impact and emotional intelligence.<br>Understand different learning and behaviour styles.<br>Able to reflect on own performance, working style and its impact on others.  |                        |
| Unit 2   | Management of Self     |
| Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.<br>Able to create a personal development plan.<br>Use of time management and prioritisation techniques.  |                        |
| Unit 3   | Communication          |
| Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.<br>Able to chair meetings and present using a range of media.<br>Use of active listening, and able to challenge and give constructive feedback<br>Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.   |                        |
| Unit 4   | Building Relationships |
| Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking.<br>Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.<br>Know how to manage conflict at all levels.<br>Able to build trust and use effective negotiation and influencing skills and manage conflict<br>Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation<br>Use of specialist advice and support to deliver against plans.               |                        |
| Unit 5   | Decision Making        |
| Understand problem solving and decision making techniques, including data analysis.<br>Understand organisational values and ethics and their impact on decision making.<br>Able to undertake critical analysis and evaluation to support decision making   |                        |
| Unit 6   | Leading People         |
| Understand different leadership styles, how to lead multiple and remote teams and manage team leaders<br>Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.<br>Understand organisational cultures and diversity and their impact on leading and managing change.<br>Know how to delegate effectively.<br>Able to communicate organisational vision and goals and how these to apply to teams.<br>Support development through coaching and mentoring and enable and support high performance working<br>Able to support the management of change within the organisation. |                        |

| Unit 7   | Managing People        |
|--|------------------------|
| Know how to manage multiple teams and develop high performing teams.<br>Understand performance management techniques, talent management models and how to recruit and develop people.<br>Able to manage talent and performance.<br>Develop, build and motivate teams by identifying their strengths and enabling development within the workplace.<br>Able to delegate and enable delivery through others  |                        |
| Unit 8   | Operational Management |
| Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs<br>Understand business development tools (e.g. SWOT), and approaches to continuous improvement.<br>Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.<br>Knowledge of management systems, processes and contingency planning.<br>Understand how to initiate and manage change by identifying barriers and know how to overcome them<br>Understand data security and management, and the effective use of technology in an organisation.<br>Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans.<br>Able to input into strategic planning and create plans in line with organisational objectives.<br>Support, manage and communicate change by identifying barriers and overcoming them.<br>Demonstrate commercial awareness, and able to identify and shape new opportunities.<br>Producing reports, providing management information based on the collation, analysis and interpretation of data. |                        |
| Unit 9   | Finance                |
| Understand business finance: how to manage budgets, and financial forecasting<br>Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/recommendations accordingly.   |                        |
| Unit 10  | Project Management     |
| Know how to set up and manage a project using relevant tools and techniques and understand process management.<br>Understand approaches to risk management<br>Plan, organise and manage resources to deliver required outcomes<br>Monitor progress and identify risk and their mitigation.<br>Able to use relevant project management tools.   |                        |
| Unit 11  | Behaviours             |
| Takes responsibility<br>Inclusive<br>Agile<br>Professionalism  |                        |

The background of the entire image is a vertical wood-grain texture. Overlaid on this are three large, light green, upward-pointing arrows. One arrow is in the top right, one in the bottom left, and one in the bottom right. Each arrow has a small circular detail at its base, resembling a screw head.

# 89%

Of learners say that they have improved their work performance as a result of their apprenticeship\*

\*Source Grey Seal Learner Survey May 2021

# DELIVERY MODEL

## TRAINING THE GREY SEAL WAY

### Virtual training environment

Grey Seal has an integrated approach to the assessment of knowledge, skills and behaviours.

Our individualised approach is adjusted to suit the apprentice, their learning styles, work commitments e.g. rotas, as well as the needs of their organisation.

During the programme, apprentices will be building a portfolio of work-based and academic evidence. Online portfolios can be accessed by the apprentice and designated organisational contact.

All Trainers are subject specialists with strong experience within the sector they are training in, as well as being qualified Trainers.

Our team of subject specialist have developed resources that support our apprentices through out their journey with us.



#### PowerPoints

For delivery of highly interactive, educational and informative training sessions



#### Revision Resources

These are design to expand on the knowledge gained during training and to help with revision



#### Workbooks

These accompany the Revision resources and ensure effective and accurate Portfolios building

**During each calendar month two meetings between the apprentice and the trainer will take place.**

### A Training Session and a Coaching session

Training Sessions are where the main training of knowledge and skills takes place. The highly interactive sessions last approximately 60-90 minutes, and can be individual or group based.

During Coaching Sessions Trainers will provide any assistance as required by the apprentice. Taking up to 60 minutes, these sessions are always 121 and they include, but are not limited to:

- assignment writing assistance
- maths and English support
- safeguarding support
- OTJ,
- developing general behaviours e.g., confidence, time management etc.



**What is the Prevent Duty?**

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism or extremism”. These statutory bodies include:

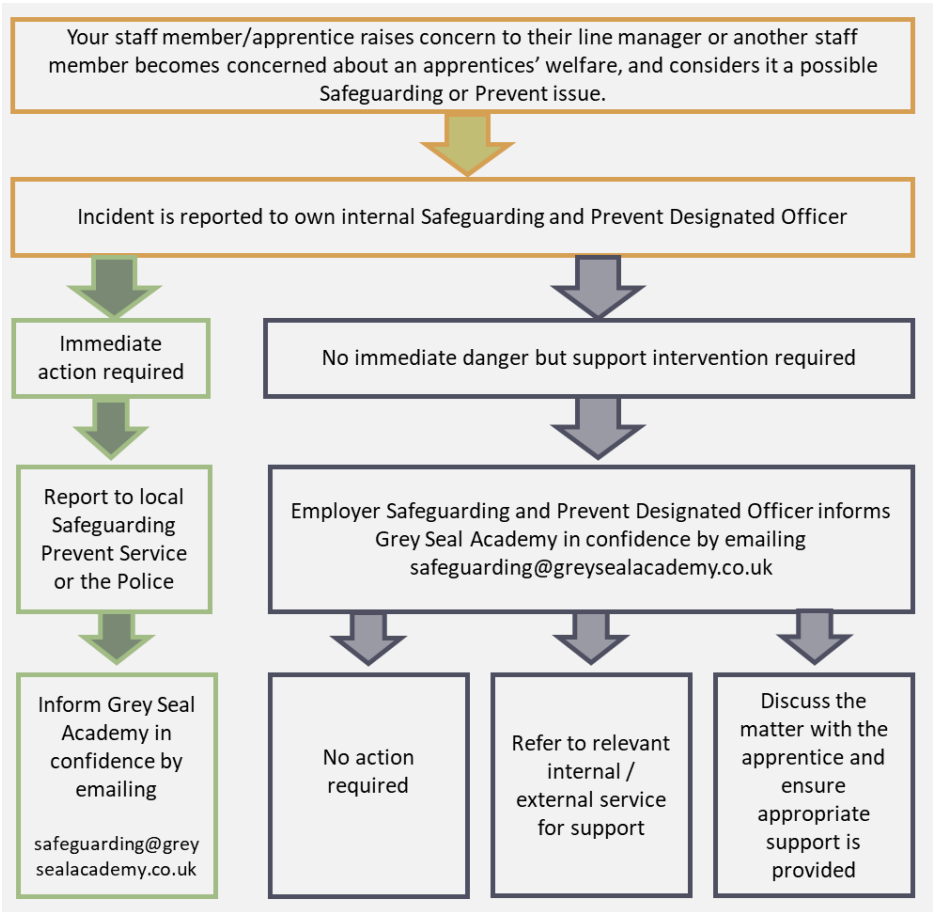
- Education
- Health
- Social Care
- Police

**What is Safeguarding?**

Safeguarding is the action that is taken to promote the welfare of children and vulnerable adults and to protect them from harm. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

WHEN TO REPORT **SAFEGUARDING OR PREVENT** CONCERNS TO GREY SEAL ACADEMY

Grey Seal Academy have a statutory duty to safeguard the wellbeing of apprentices, and as such we need your help and support to comply with this duty.



More detailed information is available in the Policies and Procedures section on Grey Seal Academy [website](#).



#### Tri-Partite

The Apprentice, the  
Line Manager and  
the Tutor



#### Wellbeing

Safeguarding,  
Prevent, Equality,  
Diversity, Inclusion,  
Health and Safety



#### SMART TARGETS

With all parties  
agreed, tasks for the  
next 12 weeks are  
planned

## TRI-PARTITE PROGRESS REVIEWS TPRs

**Definition: 12-weekly contractual monitoring meetings between the line manager, the apprentice and the tutor**

### Progress

Progress between the last TPR and the current TPR is recorded in a table and RAG rating is implemented.

### Reflection

The apprentice is required to reflect on past 12 weeks by stating what new knowledge and skills they have learned and explaining what the impact of this learning has been.

### Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

### Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to apprentice's progress and comment on changes apprentices' work based performance as the result of the training.

### Forward Planning

The three parties will consider the Units/Areas that will be next be covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with apprentice' duties and upcoming training.

### CAREER ASPIRATIONS

During the TPRs the tutor will speak with the apprentice about their long term career aspirations and offer relevant support and guidance.



IA

**INITIAL  
ASSESSMENT**

Completed on BKSb

DA

**DIAGNOSTIC  
ASSESSMENT**

Completed on BKSb



**TUTOR SUPPORT**

Reviewed regularly  
121 support provided



**SPECIALIST  
SUPPORT**

If needed  
121 Support, weekly,  
bi weekly or monthly



**MOCK TESTS**

Not invigilated  
Feedback provided



**EXAM**

Completed within the  
first 6 months  
Completed on line



**CERTIFICATE  
AWARDED**

## MATHS AND ENGLISH FUNCTIONAL SKILLS

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A\*(4-9).

### bksb

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist bksb, established for over 20 years they are used by thousands of educators and millions of learners around the world.

Apprentices are provided with online access and supported by their tutors

### Tutor Support

During Coaching session tutors will assess apprentices progress on bksb and provide any additional teaching that could be required

### Specialist Support

On occasion, speciality support is needed. Grey Seal Academy have designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

### Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

### Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learner's discretion, but usually in a quiet office in their place of work.

What can be included

Teaching

The teaching of theory for example: lectures, role playing, simulation exercises, online learning or manufacturer training.

Training

Shadowing, mentoring, industry visits, meetings with tutor, participation in competitions

Learning

Learning support and time spent writing assessments /assignments, revision and research.

What can't be included

Training

Training to acquire knowledge, skills and behaviours that are not required in the standard

Reviews

Progress reviews or on-programme assessment required for an apprenticeship

Functional Skills

English and maths (up to level 2) which is funded separately

OTJ  
OFF THE JOB TRAINING LOG

Learning done outside of an apprentice’s normal working duties, but within their working hours.  
Off-the-job training must make up at least 20% of the apprentice’s normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

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 referenced in the apprenticeship agreement. 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

Grey Seal OTJ

To ensure compliance with the ESFA (Education and Skills Funding Agency), Grey Seal compliance specialists have designed an OTJ Log that is unique to each learner and is updated at each coaching session. With several drop down menus it is easy to complete and update.

|    | A  | B    | C                                     | D                     | E                                      | F   | G           |
|----|--|------|---------------------------------------|-----------------------|--|---|-------------|
| 1  | Commitment (Target hours)                                      |      | 790                                   | Apprenticeship:       |  | Team Leader Supervisor Standard Level 3   |             |
| 2  | Please upload to your Contact Log before each training session |      |                                       |                       |  |   |             |
| 3  | Off the job learning to date                                   |      |                                       | 0                     | Expected OTJ - Recorded OTJ =          |   |             |
| 4  | Required to date   |      |                                       | 360                   |  |   | -360        |
| 5  | Month  | Year | Select Activity<br>from dropdown menu | Describe the activity | Select Unit/Area<br>from dropdown menu | State what you:<br>1. Have learned - be specific!<br>2. The impact on your personal development and your job role | Hours spent |
| 6  |  |      |                                       |                       |  |   |             |
| 7  |  |      | Training with Tutor                   |                       | 01 - Self Awareness/Awareness of Self  |   |             |
| 8  |  |      | Research                              |                       | 02 - Management of Self                |   |             |
| 9  |  |      | Assignment/Workbook writing           |                       | 03 - Communication                     |   |             |
| 10 |  |      | Revision                              |                       | 04 - Building Relationships            |   |             |
| 11 |  |      | Shadowing                             |                       | 05 - Decision Making                   |   |             |
| 12 |  |      | Simulation                            |                       | 06 - Leading People                    |   |             |
| 13 |  |      | Industry Visits                       |                       | 07 - Managing People                   |   |             |
| 14 |  |      | Workbased Training                    |                       | 08 - Operational Management            |   |             |
| 15 |  |      |                                       |                       |  |   |             |
| 16 |  |      |                                       |                       |  |   |             |

TO PROGRESS  
**GET IN TOUCH**

 01773 829121

 [info@greysealacademy.co.uk](mailto:info@greysealacademy.co.uk)