



Department  
for Transport

# Flexible Apprenticeships in lorry driving

## Example flexible and staged training models for:

ST1025 - Urban Driver

ST0257 - Large Goods Vehicle (LGV) Driver C+E



# What are flexible apprenticeships?

## Introduction

- Apprenticeships have undergone major employer-led reforms to transform into a prestigious and high-quality training offer.
- Employers of all sizes now have greater involvement in their apprenticeship choices.
- Significant progress has been made to ensure apprenticeships reflect modern models of employment and work for all employers in all sectors. Changes have been implemented to make apprenticeships more flexible and portable than before.

## What is this manual for?

- This manual explains how off-the-job training for the LGV Driver and Urban Driver Apprenticeships can be flexed to meet individual employer needs. It includes information and case studies about Flexible training models – options for delivering off-the-job training, including ‘front-loading’ blocks of training at the beginning of an apprenticeship.
- Some employers are already making use of these flexibilities and are seeing the benefits in workforce satisfaction and productivity.
- Employers are able to think creatively about how they can tailor the delivery of off-the-job training to suit their needs; working with providers and apprentices to achieve the right blend of on- and off-the-job training with high-quality outcomes.



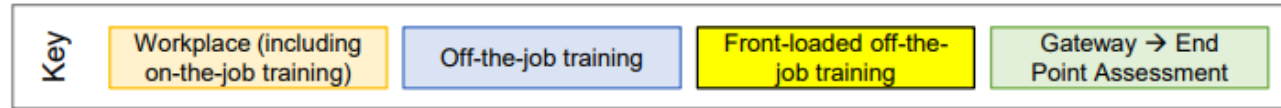
# Flexible training models

## What are flexible training models?

- Both employers and providers have a role in delivering training:
  - Off-the-job training is delivered by the training provider to give the apprentice the knowledge, skills and behaviours set out on the they need to achieve occupational competence.
  - On-the-job training is delivered by the employer to help the apprentice perform the job they have been hired to do.
- All full-time apprentices must spend at least 20% of their normal working hours on off-the-job training. These are capped at 30 hours per week for funding purposes, which equates to an average of 6 hours per week of off-the-job training (i.e. 20% of 30 hours). Apprentices can work more than 30 hours per week for an employer.
- Employers use different training models to meet their needs, including regular day release, block release, and special training days / workshops. While there is no prescribed way of delivering training for any given standard, there are some common models, which can be arranged adjusted to suit the needs of employer and the apprentice (see figure 1).
- Some active learning (off-the-job training or English / maths) must take place every calendar month. Instruction in English / maths does not qualify as off-the-job training.

## For more information

- See Government general guidance about [off-the-job training](#) and the bespoke guidance for these standards
- Consult the [DfE apprenticeship funding rules](#)
- [Find a provider](#) and talk to them about your options.



### Day release



*Time in the workplace frequently interspersed with training (e.g. a proportion each day, or a one day weekly/fortnightly)*

### Key features

- Local to workplace
- Frequent contact with provider
- Fits around day-to-day job role

### Block release



*Longer periods in the workplace interspersed with concentrated periods of training of training of ≥1 week.*

### Key features

- Intensive training
- Extended time in workplace
- Potential residential element

### Front-loading



*A block of training delivered at the beginning of the apprenticeship to embed core knowledge, skills and behaviours.*

### Key features

- Intensive training up-front means core elements are embedded early
- Potential residential element
- Potential to reduce duration

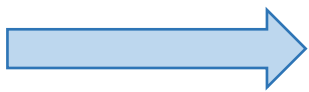
Figure 1 – diagrams to show common delivery models for apprenticeship training and their defining features.

## Example: Urban Driver front-loaded training model

- Employers can work with providers to structure the training model to suit their needs.
- The diagram below is an example of how the Urban Driver standard could be structured to improve apprentice productivity earlier on in the apprenticeship.
- It would see knowledge, skills and behaviours (KSBs) related to the Category C licence delivered up front with the remainder of the off-the-job training delivered throughout the rest of the 12-month standard to support learners reach occupational competency.
- Funding rules require some active learning (off-the-job training or English / maths) to take place each calendar month. Instruction in English / maths does not qualify as off-the-job training.

Category C Licence  
Off-the-job training

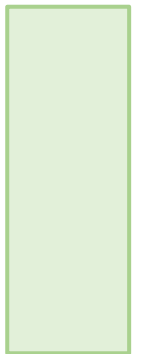
Receives DCPC



*Front-loaded training*

*Apprentice consolidates driving ability and develops further their knowledge, skills and behaviours to reach occupational competency. Success at EPA requires ongoing support from providers and employers through both on and off-the-job training.*

*Apprentice completes some active learning (off-the-job training or English / maths) each month*



*Gateway & EPA*

# Examples: LGV Driver front-loaded and staged training models

- The diagrams below show how the LGV Driver standard could be structured to improve apprentice productivity by moving all the driver training to earlier on in the apprenticeship, or staggering the training to provide on the road experience at Category C before upskilling to Category C+E.
- Funding rules require some active learning (off-the-job training or English / maths) to take place each calendar month. Instruction in English / maths does not qualify as off-the-job training.

