



Provider Insights for Degree Apprenticeships

Achieving success through integrated learning



Introduction

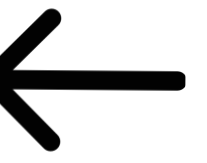
Provider Insights for Degree Apprenticeships is an interactive resource highlighting best practice in the delivery of degree apprenticeships. The target audience is primarily training providers, but it will also be insightful for employers, apprentices and other stakeholders involved in apprenticeship provision.

This resource is based on our practitioner experience delivering degree apprenticeships in business and management. We share best practice of **integrated** learning in terms of **what** apprentices learn, **where** they learn, and **how** they learn.

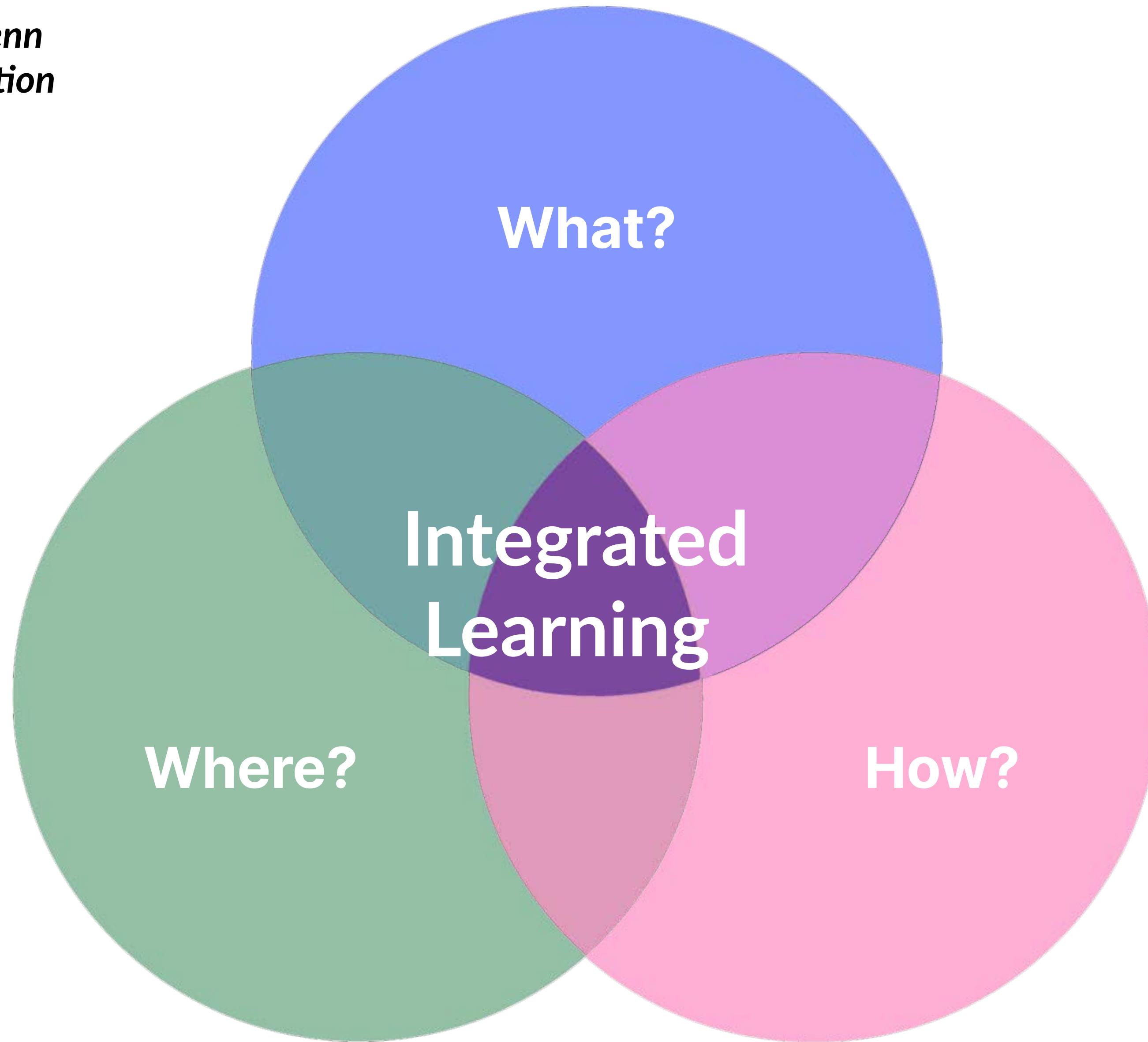
The resource was created in response to the challenge of effectively delivering degree apprenticeship, where present discourse implies a split between on-the-job and off-the-job learning. An overarching theme of our resources instead is the importance of the **integration**, rather than the separation, of the learning environment and approaches.

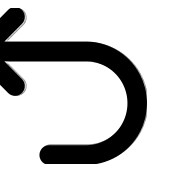
“The integration of on- and off-the-job learning is fundamental to the delivery of high-quality apprenticeships.”

(Evans and Cloutier, 2023)



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diagram for information*





Glossary

Contributors

Acknowledgments

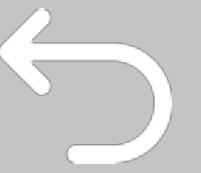
Reference List



Reference List

Evans, M. and Cloutier, L.M. (2023) 'Integrating higher degree education with practice: exploring the value proposition of executive MBA apprenticeships', Higher education, skills and work-based learning, 13(2), pp. 283-298. doi: 10.1108/HESWBL-10-2022-0207.

Institute for Apprenticeships and Technical Education (IfATE) (2023) Standards, Available from: <https://www.instituteforapprenticeships.org/apprenticeship-standards/>



Glossary

Coach / Mentor

The term Coach / Mentor covers many roles within the workplace. They are focused on the development of the apprentice in their role to ensure success on their programme.

End Point Assessment (EPA)

This is the final assessment for the apprentice programme that may or may not be integrated into the apprenticeship degree programme.

Gateway (EPA Gateway)

Gateway assessment is to determine readiness to complete the apprenticeship.

End Point Assessment Organisation (EPAO)

This is an independent body approved by IfATE which performs the End Point Assessment of an apprenticeship programme.

Knowledge, Skills & Behaviours (KSBs)

The KSBs are the occupational requirements identified in The Standard that the apprentice must demonstrate full competence to successfully complete their apprenticeship programme.

Tutor (Practice Tutor / Cohort Tutor / Programme Tutor / Skills Coach/ Portfolio Coach)

The term Tutor covers many roles in different Training Providers. Tutors support apprentices throughout their apprenticeship journeys. Examples of activities Tutors might conduct include: facilitating progress review meetings; holding peer-learning sessions; providing 1-1 coaching; marking academic work; signing off Portfolio evidence. This role may be divided up between different types of Tutor within the Training Provider institution.



Contributors

Dr Sarah Bloomfield is the Qualification Lead for the Chartered Manager Degree Apprenticeship (CMDA), a Practice Tutor on the Senior Leader Apprenticeship (SLA), and a Lecturer in work-based learning within The Open University Business School. Sarah's academic research includes a focus on integrated learning experiences to enhance managerial capability in the workplace.

Dr Yan Mao is a Senior Lecturer and Programme Lead for BSc (Hons) in Professional Practice of B2B Sales Apprenticeship Programme in Middlesex University. Yan has over 20 years of sales experience ranging from selling creative solutions to intellectual properties for marketing purpose and to a tangible 8K TV.

Dr Paula Nottingham is the Deputy Director of the Work and Learning Research Centre aligned with the Centre for Education Research and Scholarship (CERS) at Middlesex University. Paula has over thirty years of teaching and researching experience in higher education and specialises in work-based studies. She was formally the Programme lead for the B2B Sales degree apprenticeship.

Ms Amanda Smith is a Solicitor of 33 years and Associate Lecturer within The Open University Law School. Having an MA in Online and Distance Education, Amanda has worked across faculties as a research assistant on various projects including reflective practice, work-based learning, employability and the use of digital badges and virtual reality.

Dr Louise Sutton is Academy Director at Consalia Sales Business School. Louise is the joint Programme Lead for both the Level 6 B2B Sales Professional degree apprenticeship and the Senior [Sales] Leader Apprenticeship (SLA), which are delivered jointly with Middlesex University. Louise has over 25-years industry experience working in telecommunications, oil and gas, consulting and technology organisations.

Ms Susan Timmins is a Practice Tutor on the Chartered Manager Degree Apprenticeship (CMDA), and an Associate Lecturer on the Shaping Business Opportunities programme within The Open University. Susan has been a Senior Leader and a teacher of business and computing in a range secondary schools and has been a teacher educator on the Postgraduate Certificate in Education (PGCE).



Acknowledgments

Apprenticeship Workforce Development Programme
Education & Training Foundation

Project:

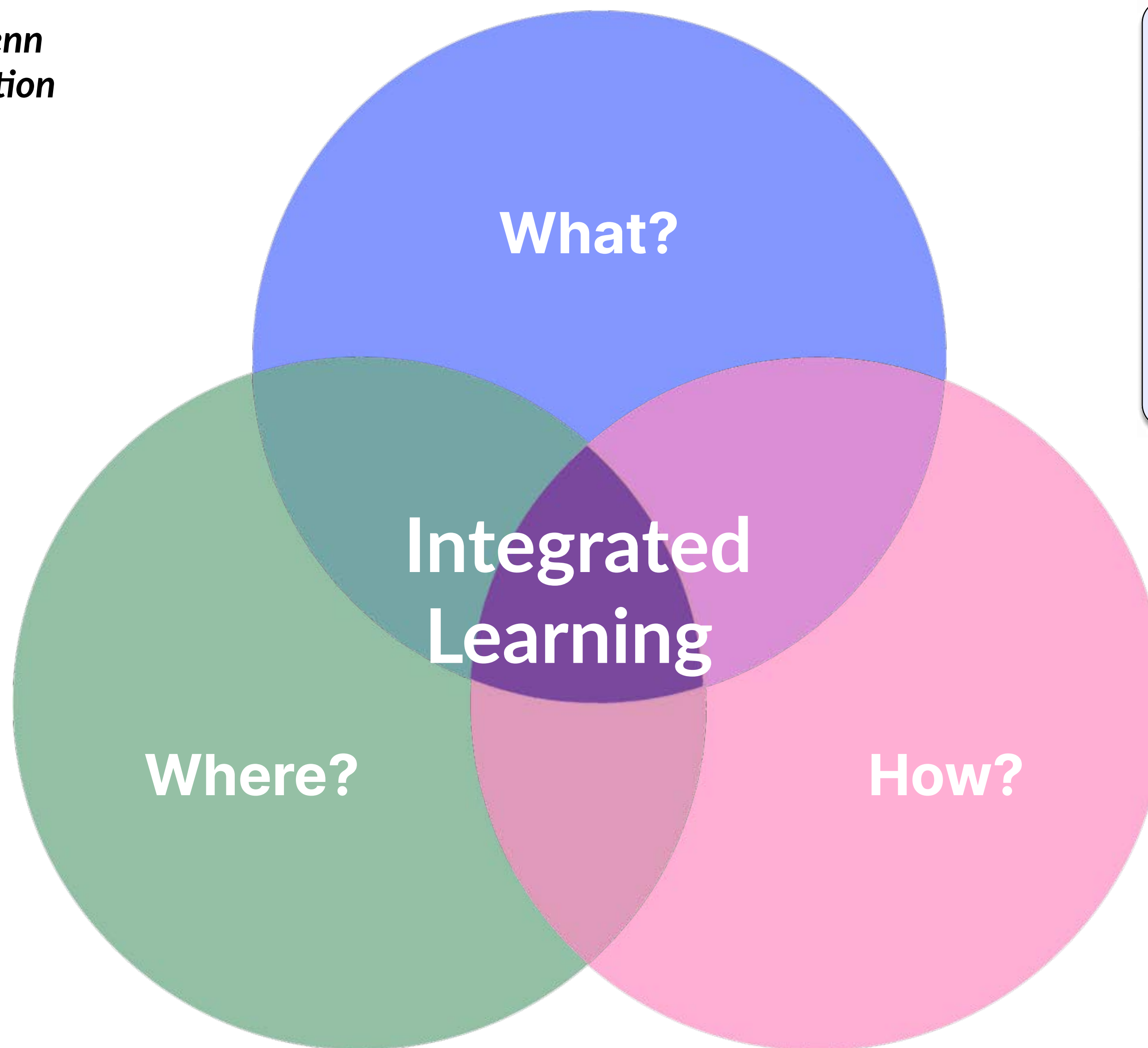
Mobilising provider insights for degree apprenticeship delivery: comparing theoretical models to deliver effective integration for on- and off-the-job learning / training.

Mentor:

Mandy Crawford-Lee, University Vocational Awards Council

This interactive presentation is accompanied by A Starter Guide to the Literature completed as part of this Apprenticeship Workforce Development Project.

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What do apprentices learn and develop?

Apprenticeships for Integrated Workforce Development

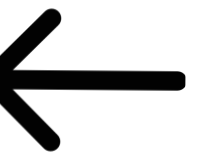
Integrated Support for End Point Assessment

Integrated Curriculum Development

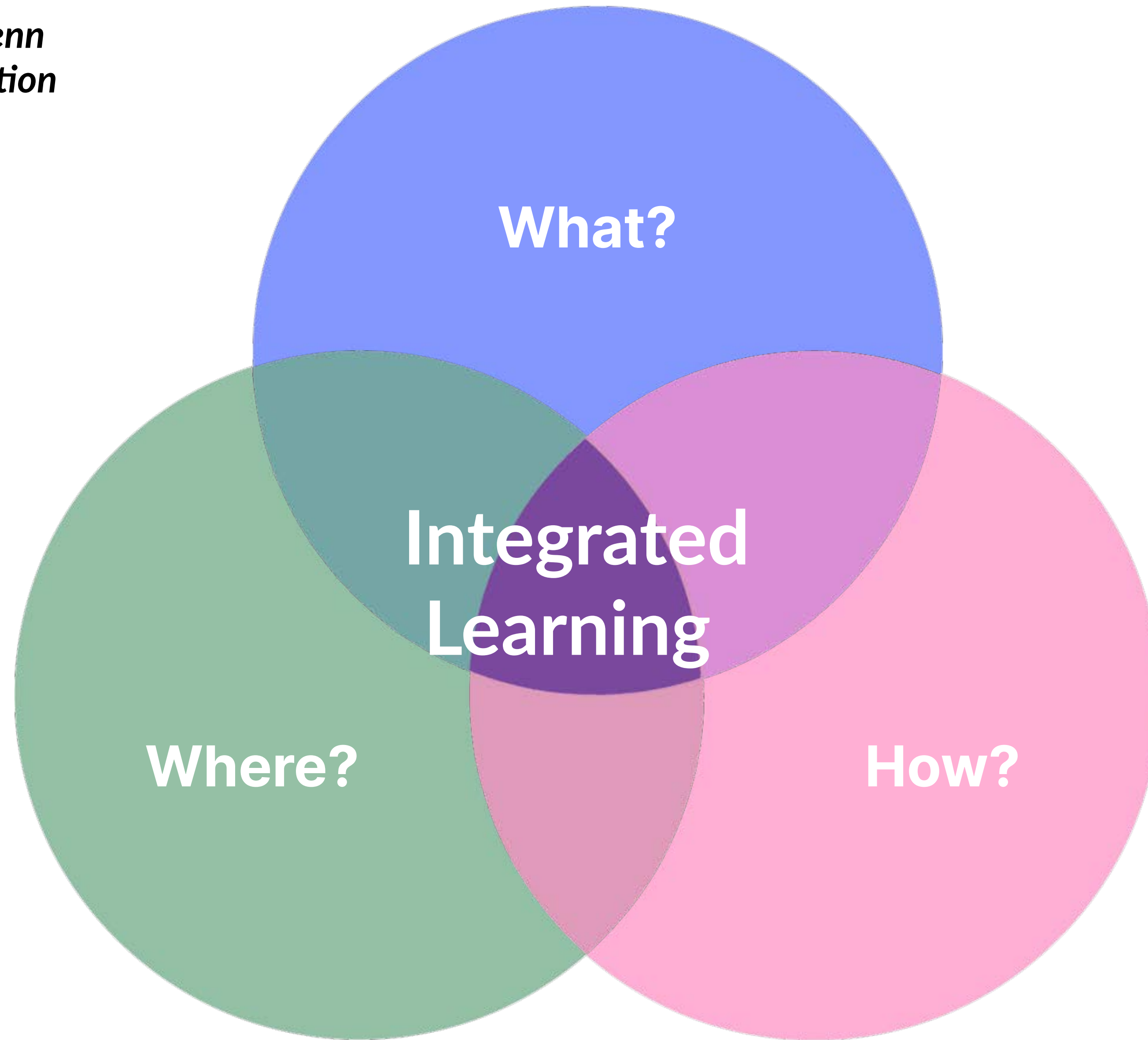


Click 'What?' to read more





Hover cursor over Venn diagram for information



Where do apprentices learn and develop?

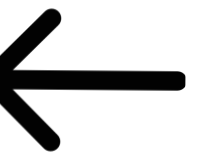
Integrated Onboarding

Broad Learning Culture

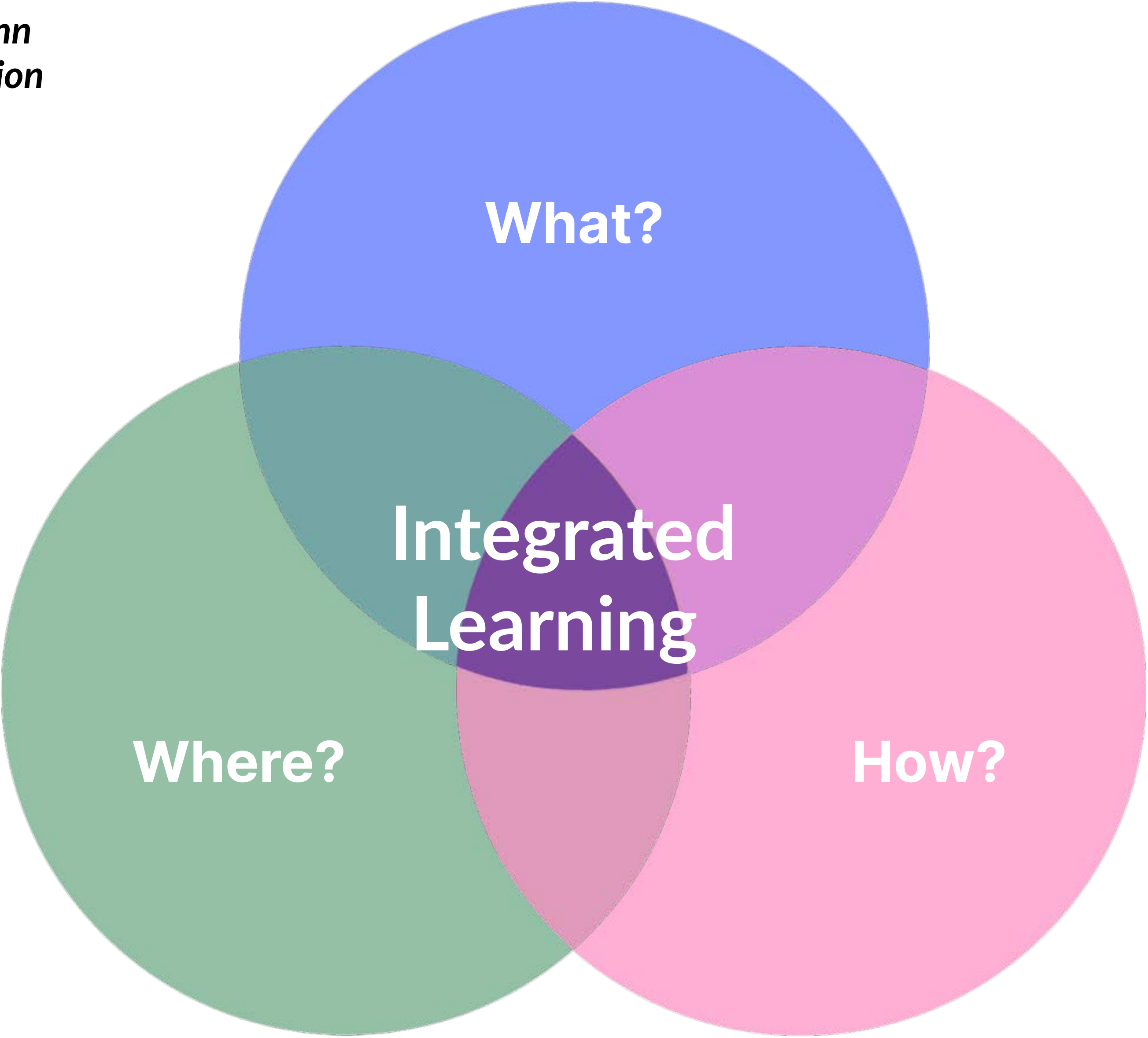
The Apprentice's Mindset



Click 'Where?' to read more



Hover cursor over Venn diagram for information



How do apprentices learn and develop?

Integrated Knowledge Exchange

Integrated Learning Support

Coaching and Mentoring

Employer Forum

The Portfolio of Evidence

Tripartite Progress Review Meetings



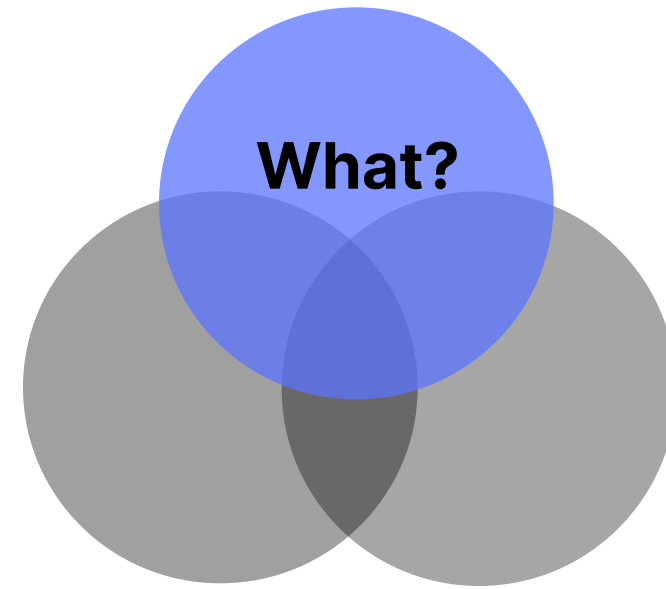
Click 'How?' to read more



“We must find new ways to help yesterday’s knowledge workers take responsibility for their own development, and to see that development as central to not just their employer’s value creation, but their own value creation as well.”

Matthews, 2013, p. 21



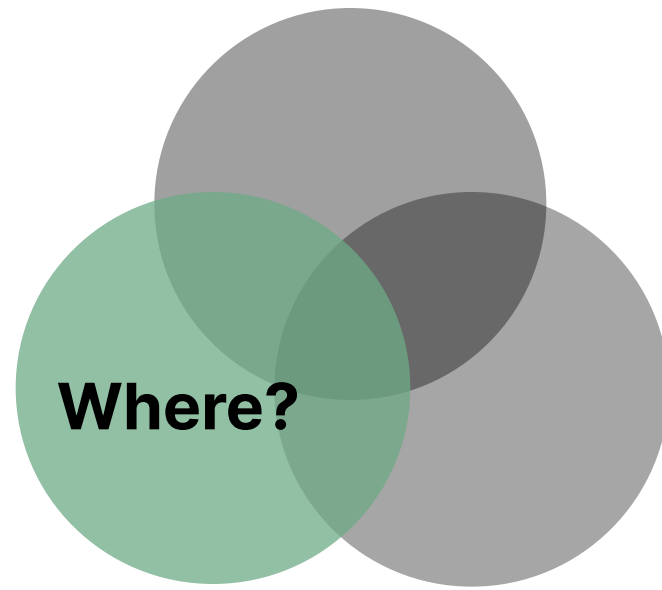


What do apprentices learn and develop?

Apprenticeships for Integrated Workforce Development

Integrated Support for End Point Assessment

Integrated Curriculum Development

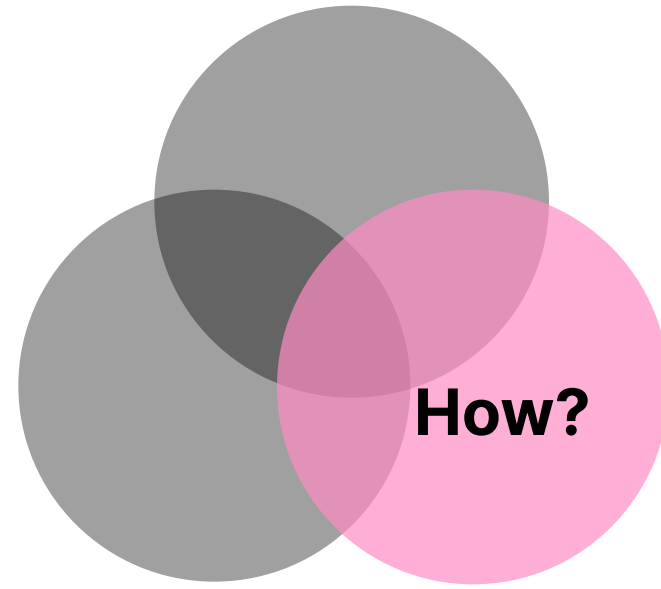


Where do apprentices learn and develop?

Integrated Onboarding

Broad Learning Culture

The Apprentice's Mindset



How do apprentices learn and develop?

Integrated Knowledge Exchange

Integrated Learning Support

Coaching and Mentoring

Employer Forum

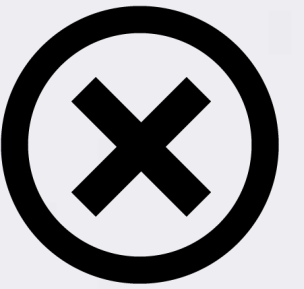
The Portfolio of Evidence

Tripartite Progress
Review Meetings



“Reflection is not just an individual activity; engaging in the process with others can change the meaning we draw from experience.”

Little and Brennan, 1996, p.42



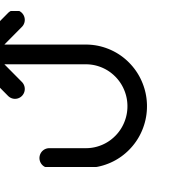
"Mentoring relates primarily to the identification and nurturing of potential for the whole person. Mentors act as advisors and role-models and help the learner to build wider networks from which to learn and influence."

Megginson and Clutterbuck, 2007

"Coaching is unblocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them."

Whitmore (2009)





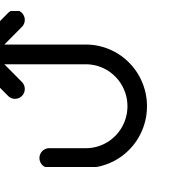
Apprenticeships for integrated workforce development

Aim

Stakeholders

Best Practice

Impact



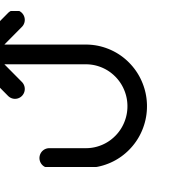
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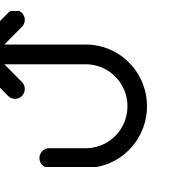
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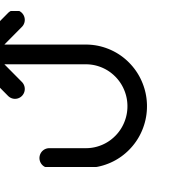
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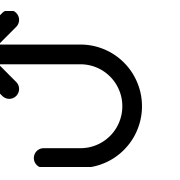
Broad Learning Culture

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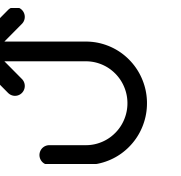
The Apprentice's Mindset

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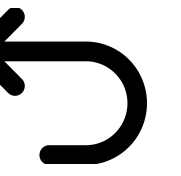
Integrated Knowledge Exchange

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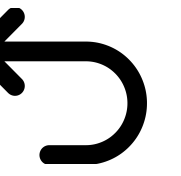
Integrated Learning Support

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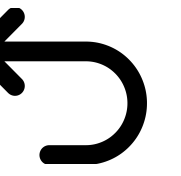
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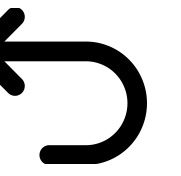
Employer Forum

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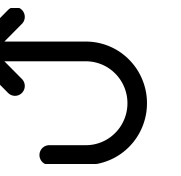
The Portfolio of Evidence

Aim

Stakeholders

Best Practice

Impact



Tripartite Progress Review Meetings

Aim

Stakeholders

Best Practice

Impact



Apprenticeships for Integrated Workforce Development

Aim

The overarching aim of degree apprenticeship programme is to help employers develop and enhance their workforce with the right skills and knowledge for today's business climate. Apprenticeship Standards sit at the heart of a degree apprenticeship programme and describe the level of skill, knowledge and competency required to achieve mastery of a specific occupation and to operate confidently in the sector.

All approved apprenticeship standards can be found on the IfATE website:

[Go to IfATE website](#)



Integrated Support for End Point Assessment

Aim

The aim of the End Point Assessment (EPA) is to enable the apprentice to demonstrate full competence of the KSBs of the Apprenticeship Standard they are working to, and for the apprentice to leave the programme knowing they have achieved this, both academically and professionally.



Integrated Curriculum Development

Aim

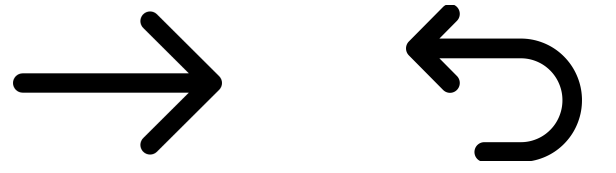
The aim is to develop an engaging, innovative and relevant curriculum for the degree apprentice, which integrates the required occupation requirements, and the KSBs from the degree apprenticeship Standard and the end-point assessment plan, into a vocational orientated programme, readying the apprentices for a successful career.



Integrated Onboarding

Aim

Onboarding is the process of getting an employer and apprentice appropriately enrolled and inducted onto a Training Provider's Degree Apprenticeship programme, ensuring all the Government mandated and recommended success criteria are met.



Broad Learning Culture

Aim

The aim is to maximise the apprentices' learning on the programme and for them to engage in communities of practice. The intention is a win-win scenario that benefits all, and more, as learning is contagious.



The Apprentice's Mindset

Aim

The apprentice should be fully engaged, prepared and motivated to be on their degree apprenticeship programme, and maximise learning opportunities which will benefit both the apprentice and the employer.



Integrated Knowledge Exchange

Aim

To stimulate learning and the sharing of knowledge and professional practice techniques within the workplace. The aim is to encourage thinking together, the sharing of ideas, team learning and cohort learning.



Integrated Learning Support

Aim

The aim of learning support is to assist apprentices in their learning endeavours, which includes new learners or employers returning to study. The aim is not only to help them enhance their learning skills, but also support individuals with neuro-disabilities, such as dyslexia, ADHD and dyspraxia.



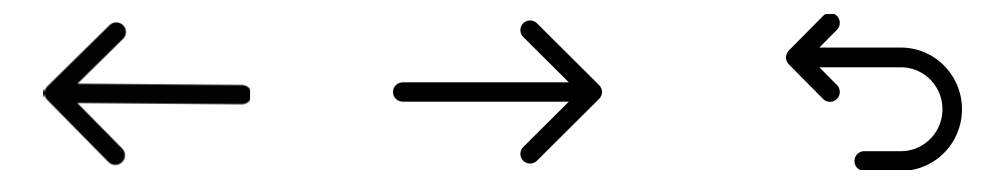
Coaching and Mentoring

Aim

Aim of coaching is to help the apprentices learn and develop, to encourage learning, growth, adaptation and agility.

Aim of mentoring is to support and pass on strategies and practitioner knowledge to help the apprentice grow.

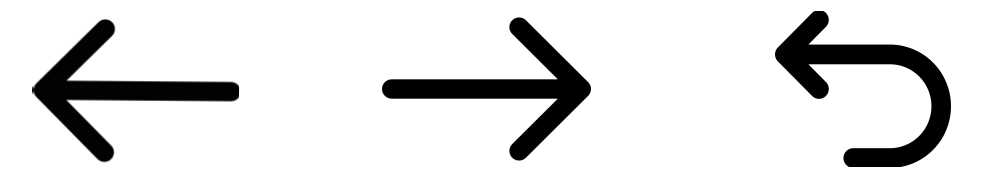
Both support the development of the apprentice to achieve their potential.



Apprenticeships for Integrated Workforce Development

Stakeholders

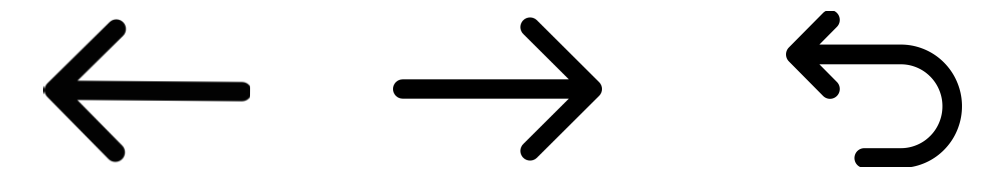
The Apprenticeship Standard is developed by an employer 'Trailblazer Group' supported by IfATE. The employer trailblazer group must include a minimum of twelve approved employers. Employer involvement was mandated to ensure The Standard was relevant, that it would meet employers' current needs plus the emerging needs of the sector and the economy. The Standard is referenced by employers, line-managers, coaches, mentors, peers, apprentices, tutors and end point assessment organisations (EPAOs). These relevant stakeholders must fully appreciate the occupation requirements and the knowledge, skills and behaviours (KSBs) approved on The Standard. Apprenticeship Standards will also be viewed by parents and guardians and schools and prospective apprentices.



Integrated Support for End Point Assessment

Stakeholders

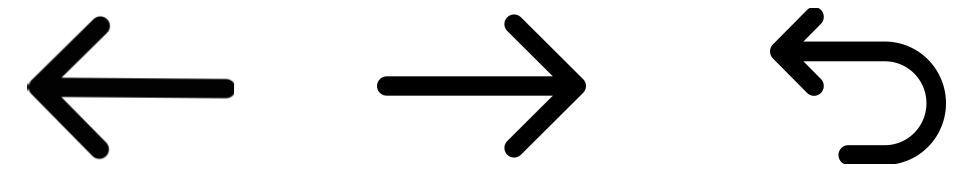
Apprentices, employers, line-manager, mentor / coach, tutors, and the End Point Assessment assessors / panel.



Integrated Curriculum Development

Stakeholders

In designing curricula we draw on knowledge from: Industry experts with first-hand and relevant experience in the sector / occupational / vocational area of the programme that the curriculum is designed for; Experts in curriculum design; Experts in apprenticeship training design and delivery; Experts who understand Ofsted and the ESFA Funding Rules;



Integrated Onboarding

Stakeholders

Successful apprentice onboarding involves the apprentice, the line manager, the apprenticeship lead within the employing organisation, and members of the Training Provider who are involved in the delivery and administration of the programme.



Employer Forum

Aim

The forums serve as a bridge between employers and Training Providers to help integrate the facilitation of the apprentices' learning and their development of professional skills. It is about ensuring that employers fully understand what is happening on the programme so that they can support their apprentices and provide opportunities to practise their skills and behaviours.

It is all about cohesion: merging what is happening on the programme and in the workplace.



Broad Learning Culture

Stakeholders

Line manager, employer lead, senior management, learning and development / human resources and training provider.



The Portfolio of Evidence

Aim

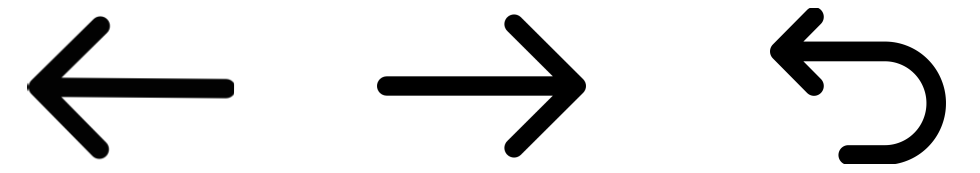
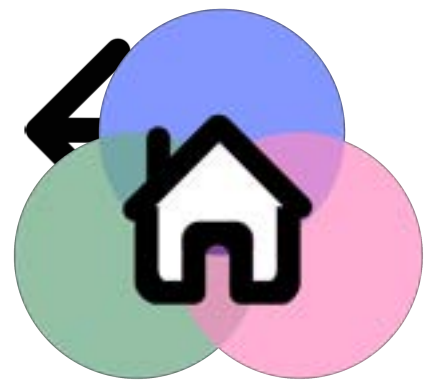
Apprentices need to curate a Portfolio of Evidence throughout their apprenticeship programme to demonstrate continual development of their KSBs. The completed Portfolio of Evidence is a pre-requisite for End Point Assessment enabling apprentices to showcase they have achieved full competence of the Knowledge, Skills and Behaviours of the Apprenticeship Standard they are working to.



Tripartite Progress Review Meetings

Aim

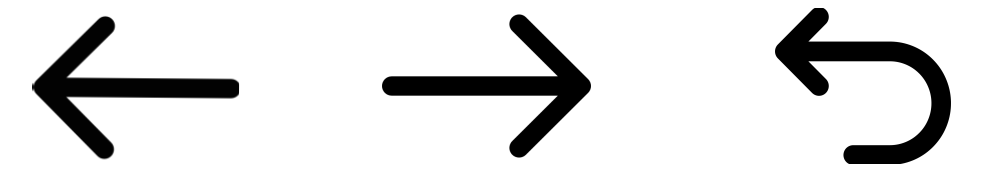
The ESFA requirement is to have four progress review meetings (either face-to-face or online) carried out every 12 weeks to review learning and progress across all the apprenticeship requirements, not just academic progress.



The Apprentice's Mindset

Stakeholders

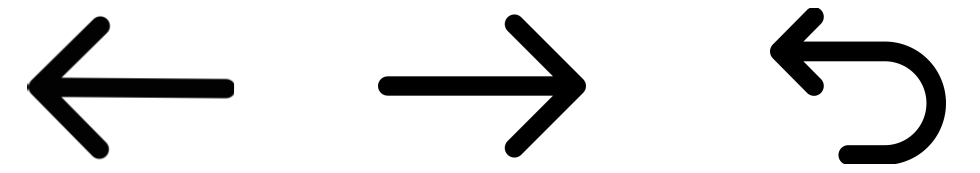
To maximise the apprentices learning mindset primary influencers should be the apprentice's line-managers, the apprentice's coach / mentor, the apprentice's team within the organisation, the Training Provider and the apprentice.



Integrated Knowledge Exchange

Stakeholders

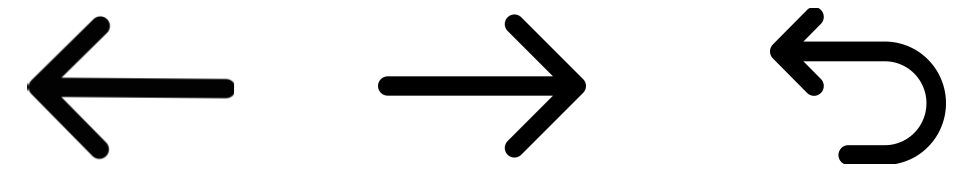
Employers: peers, team members, line-manager, mentor / coach, anyone in the work-place, cohort peers, tutors and subject matter experts, being open to learning from all. In B2B sales programme it extends across the supply chain: customers / clients / suppliers.



Integrated Learning Support

Stakeholders

Programme team, module leaders, University Learning Enhancement Team; Learning Disabilities and Dyslexia Support Team; Employers, Apprentices



Coaching and Mentoring

Stakeholders

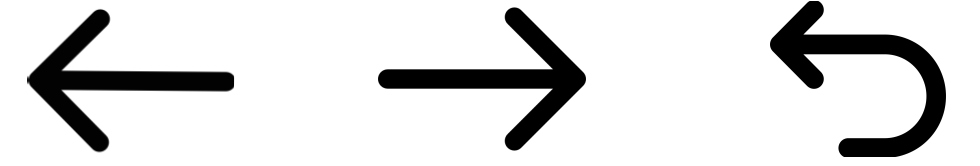
Employer mentor, employer line-manager, team-members, peers / other apprentices in cohort or earlier cohorts further along the programme. Also Tutors / skills coaches within the Training Provider.

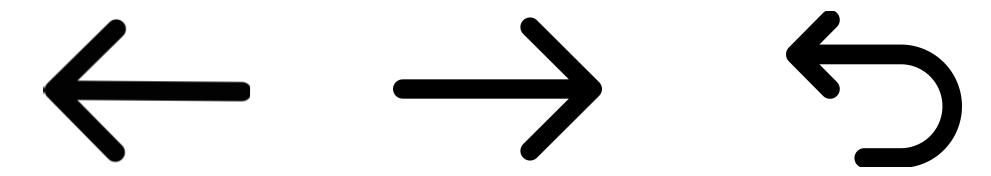


Employer Forum

Stakeholders

Programme team, line managers, apprenticeship managers, HR.

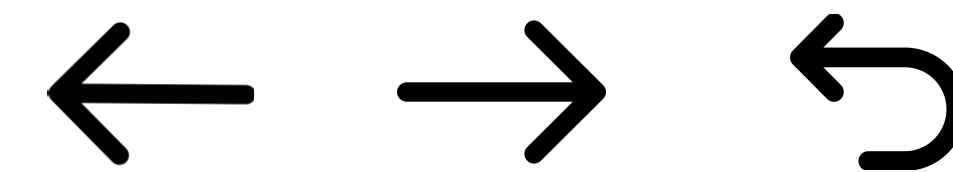




Apprenticeships for Integrated Workforce Development

Best Practice

As Training Providers we start with The Standard. We integrate the required KSBs from the Apprenticeship Standard into our programme curriculum and continue to reference The Standard throughout the apprenticeship. The language of The Standard becomes the language of the programme between ourselves, apprentices and their employers. We map module outcomes to the KSBS and encourage apprentices to document their achievement and populate their Portfolio of Evidence with specific examples of meeting the KSBs throughout their apprenticeship journey.



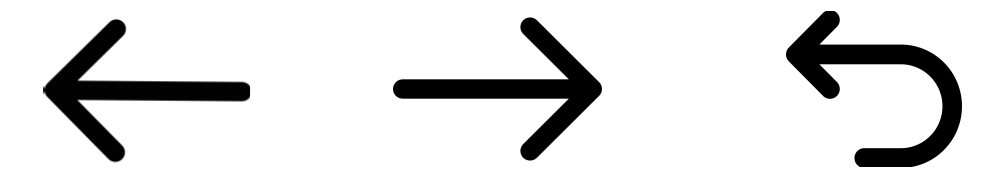
Integrated Support for End Point Assessment

Best Practice

As Training Providers we endeavour to ensure that apprentices are fully prepared for their end point assessment process. We start with the end in mind and constantly refer to the EPA from the induction and ensure that apprentices and their employers understand the requirements. Intensity steadily increases in year 2 and year 3.

To help apprentices prepare for their EPAs we provide preparation sessions for apprentices before their live assessment day. Different ways we do this are mirroring the EPA components in module assessments, gathering apprentices to share their presentations ahead of their EPAs; and inviting alumni to these to share their experiences.

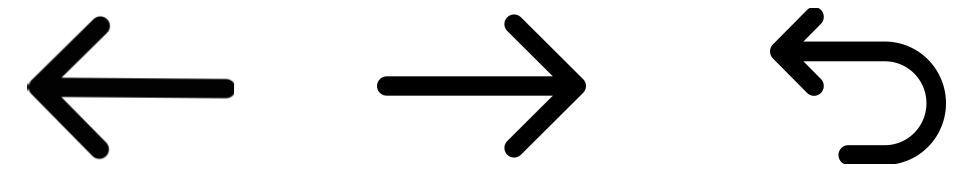
We provide EPA preparation briefing sessions for employers before the EPA gateway and encourage employers to hold practice sessions with their apprentices, taking on the role of End Point assessors.



Integrated Curriculum Development

Best Practice

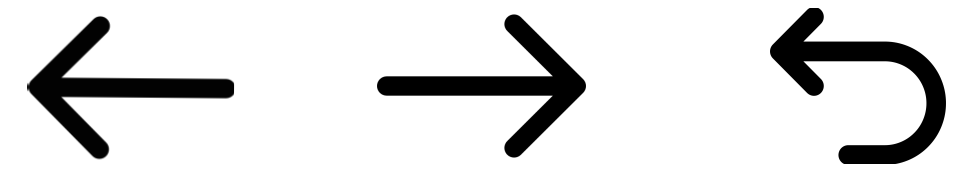
At design level we develop a bespoke programme, tailored to The Standard and KSBs. We use an outcome driven process of curriculum design fully integrating the programme with learning and assessment closely relevant to the specific occupation. Within our curriculum design we include flexibility for pace, mode of learning, sector and employer type.



Integrated Onboarding

Best Practice

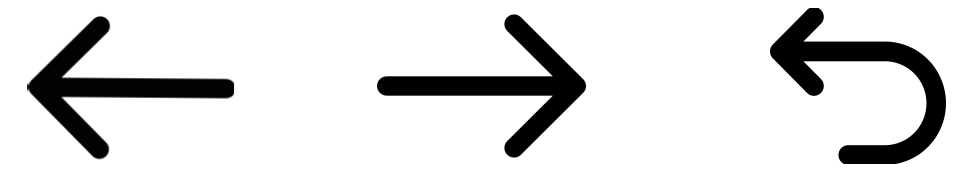
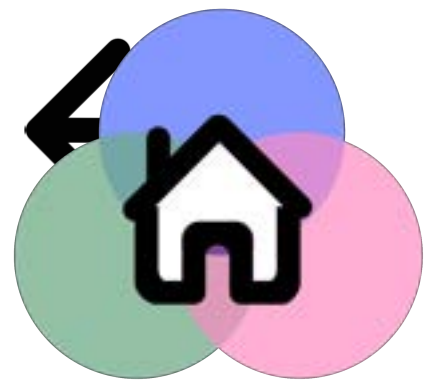
Best practice involves the training provider and employer organisation working together so that the entry criteria, and information about the programme and support options for the apprentice are fully appreciated. We conduct a skills audit with the apprentice to assess suitability for the programme of study, and to ensure there is recognition of prior learning. This informs a tailored induction programme and an individual learning plan to support the apprentice and provides guidance to the line manager and Training Provider teaching team.



Broad Learning Culture

Best Practice

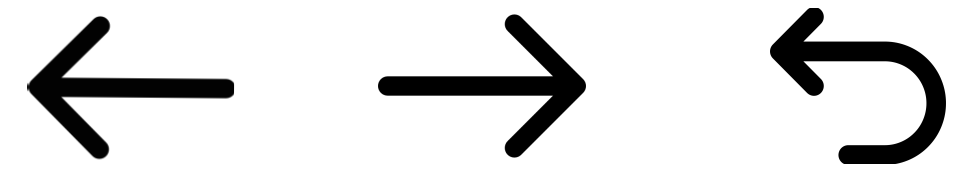
A culture of learning in the workplace is a key to success enabling apprentices to feel valued and respected throughout the employing organisation. We encourage and support line managers / coaches to participate and appreciate their role in supporting the apprentice. Apprentices are provided with opportunities to learn and develop in the workplace and are encouraged to engage in communities of practice through the programme and at work.



The Apprentice's Mindset

Best Practice

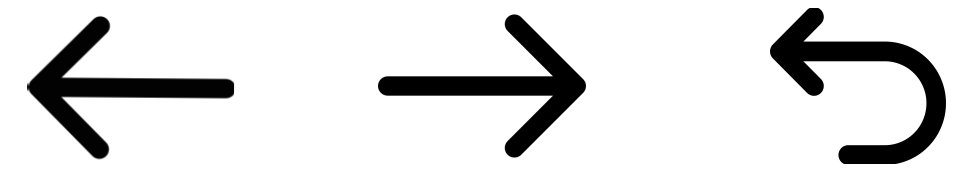
The apprentice needs to take ownership of their learning, be driven to succeed and needs to be creative. Key attributes here are their mindset, motivation and taking accountability. Accepting it is not a perfect world, apprentices need to seek solutions to support and manage their own learning. We support the apprentice throughout and liaise with the employer to flag and resolve any issues.



The Portfolio of Evidence

Stakeholders

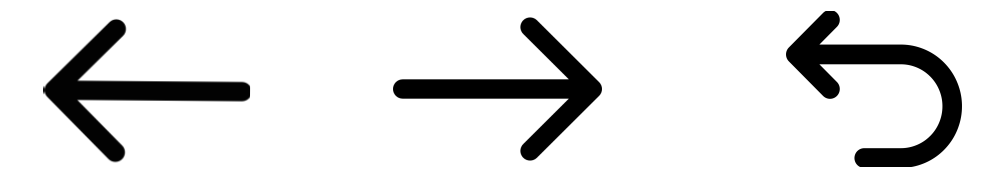
Apprentices are supported in developing their Portfolio of Evidence by their line manager and / or workplace coach, and their tutor.



Tripartite Progress Review Meetings

Stakeholders

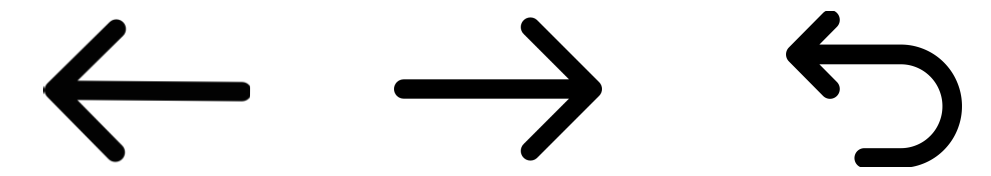
The apprentice, someone from the Training Provider institution (practice tutor / coach) and someone from the employing organisation (line manager / workplace mentor).



Integrated Knowledge Exchange

Best Practice

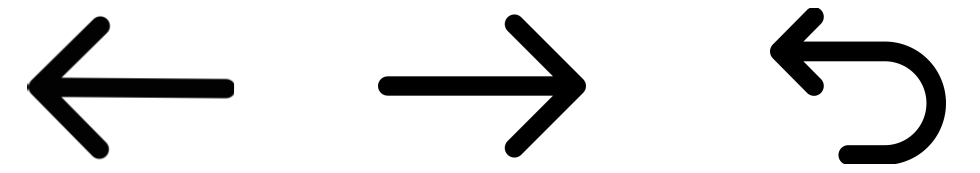
As Training Providers we ensure the apprentices bring their work practice experience into the classroom workshops and share what happens in their organisations and sectors with their cohort. We also support peer learning sets, critical friendships, buddy systems, tutor sessions and coaching, sharing of 'best-practice' examples, peer presentations and alumni sessions. What's key is being supportive: supporting practice, supporting experimentation by both the training provider and employer.



Integrated Learning Support

Best Practice

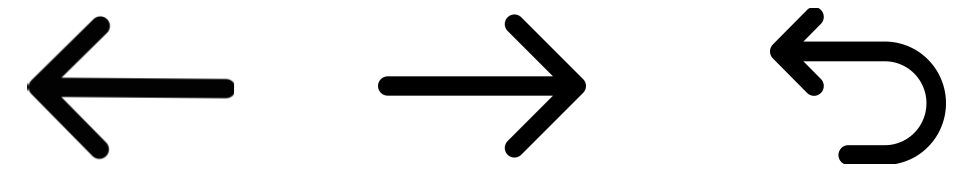
Apprentices are encouraged to disclose disabilities if they wish so we can fully support them on their journeys. In line with government policy screening tests are held at on-boarding to identify learning needs at the beginning of the programme and ensure appropriate support is made available. Tutors also work closely with apprentices to support them to achieve and ensure they are aware of the support options throughout the programme. We offer regular sessions for academic writing tutorials; maths and numeracy and statistics support; learning disabilities and diagnostic assessments throughout the programme. We also operate a Red-Amber-Green monthly report system to check academic progress, progress against KSB achievement and compliance requirements and to assess engagement levels and we hold monthly tutor team meetings to discuss the report output and identify mitigation actions.



Coaching and Mentoring

Best Practice

We set up a systematic process with structured cadence linked to tripartite progress reviews. We hold one to one coaching sessions linked to specific needs based on their portfolio progress and / or work-based projects to ensure coverage of KSBs is achieved, in a timely manner.



Employer Forum

Best Practice

We hold these events at least twice a year with each cohort. They serve as an opportunity for employers to ask questions, appreciate what is being covered in the curriculum during the next period and share what is happening in their workplace. For tutors, it is an opportunity to understand more about the apprentices' working environment and role so that they can bring relevance into their teaching, 1-1s and work-based projects.



Apprenticeships for Integrated Workforce Development

Impact

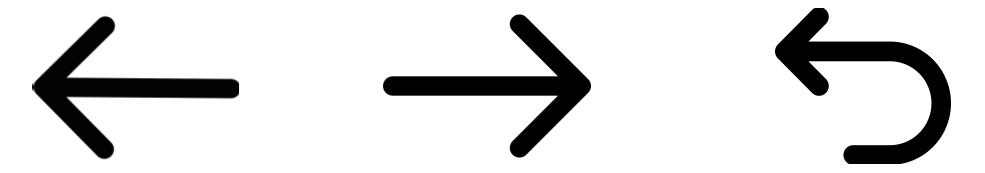
The overall impact of The Standard is to ensure apprentices are 'work ready' and that they have developed as all-rounded individuals with a broad range of transferrable skills. Success of the degree apprenticeship programme for both employers and apprentices is evidenced through promotions, renewed contracts, and moving to roles linked to, or outside of, The Standard skill set.



Integrated Support for End Point Assessment

Impact

Through practicing ahead of the EPA, apprentices develop skills and confidence to go into their Live Assessment Day which results in high success rates. Through practising for the EPA apprentices also develop confidence in themselves and appreciate their abilities and readiness for the EPA. The rigorous process and occupation focus of the EPA provides an opportunity for apprentices who have a strong practitioner knowledge and skill-set to shine.

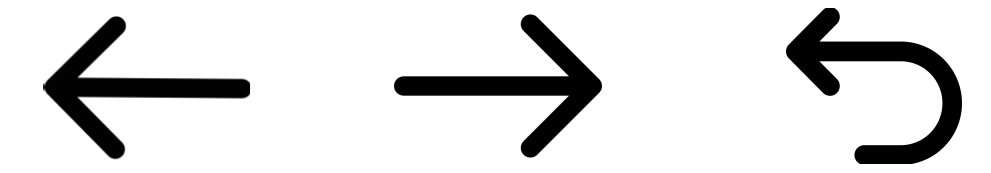


The Portfolio of Evidence

Best Practice

We encourage apprentices to reflect both personally and with others and then to create authentic and holistic evidence rather than separate documents evidencing individual assessment criteria within the End Point Assessment Plan. We find that linking assessments to the Portfolio of Evidence requirements helps focus apprentices' minds on developing Evidence. We design our programmes to continuously generate evidence of the relevant KSBs including through assessments, professional discussions, tripartite reviews.

The 'Professional Discussion' is a creative tool we use to help apprentices develop evidence of KSBs for their Portfolios. The Professional Discussion involves the apprentice, someone from the provider institution who knows The Standard well, and the workplace coach / line manager, discussing the apprentices' experience in the workplace. The Discussion is recorded so that the transcription can be used for the apprentices' Portfolio to evidence a selection of KSBs. Line managers / workplace coaches play a key role in this process, helping the apprentice recognise their achievements. The line manager / coach can also validate the evidence and can confirm how the apprentice has demonstrated impact within the organisation to strengthen the evidence.



Tripartite Progress Review Meetings

Best Practice

We recommend Progress Review Meetings to be tripartite in nature and include the apprentice, the employer and someone from the Training Provider. Tripartite Progress Review Meetings should be apprentice centered, supportive and encouraging in nature, but also include sufficient challenge to ensure progress is being made on all elements of the apprenticeship and any issues are discussed.

Discussions may involve: previous meeting actions; developments in the workplace; application of theory and models and usefulness to practice; commitment to and recording off-the-Job training time; knowledge, skills and behaviours of the relevant Standard; English and maths (functional) skills, where required; British values and safeguarding.

Achievement, good practice and any issues related to the apprentice's progress are shared and discussed across all three parties, with goals identified and a follow-up action plan put in place.

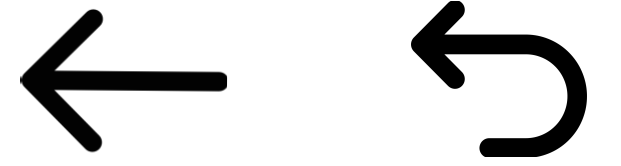


Integrated Curriculum Development

Impact

Apprentices graduate with full competence in their role. Excellent progression achieved in their current sectors, and also other sectors due to excelling in transferrable work skills. Organisations benefit from increased diversity, new thinking and creative contributions from the apprentices. Graduating apprentices support new apprentices.

Testimonials



Integrated Onboarding

Impact

The apprentice and employer are fully informed about the programme and have enrolled on the right programme for their skills development. The training provider is aware of individual needs and all are set up for success. The apprentice will remain on programme and achieve their degree apprenticeship in a timely manner reducing non-completions.

Testimonials



Broad Learning Culture

Impact

Apprentices feel valued, supported, motivated and confident to contribute in the work-place.

Apprentices' performance and loyalty to the employing organisation are enhanced.

Testimonials



The Apprentice's Mindset

Impact

The impact will be apprentices who are independent, self-sufficient, fully competent and highly skilled employees, as they complete their programme. They will graduate as confident thinkers.

Testimonials



Integrated Knowledge Exchange

Impact

Learning as a cohort enhances breadth of learning. Learning as a team in the work-place enhances culture and can introduce more consistent practice. It identifies new ways of working and improvements to established practice through collaboration and innovation. This can be thought of as “Theory to Practice, Practice to Theory” and / or “Learning through Doing”.

Testimonials



Integrated Learning Support

Impact

Apprentices reach out for support sooner if it is needed and this increase their confidence to achieve, helping them to improve their grades and to pass their end point assessment. It helps them to become more organised, better manage their time and their studies and reduce their stress levels.

Testimonial



Coaching and Mentoring

Impact

Apprentices take responsibility for their portfolio and learning and their confidence increases. They manage their own learning, developing their own plan of action, taking the right steps, seeking relevant support and successfully complete the apprenticeship. The provider is fully aware of status and what is needed and can coach and support the apprentice on remaining activities. Less intervention is needed with a successful coaching approach.

Employer benefits from apprentice engagement, enhanced productivity, efficiency and development of their practice.

Organisation benefits from the apprentices working with the team more effectively and the sharing of new knowledge and techniques.



Employer Forum

Impact

Developing a shared understanding of the next stage of the programme, building greater cohesion between the employer, Training Provider and the apprentice and raising awareness of what is needed to help the apprentice succeed.

Testimonial



The Portfolio of Evidence

Impact

Apprentices feel supported and motivated to develop their Portfolio of Evidence. This contributes towards improved completion rates.

Testimonials



Tripartite Progress Review Meetings

Impact

Tripartite Progress Review Meetings help to foster good relationships and provide an opportunity for apprentices to seek advice and support. They help the apprentice to focus on the actions identified, which in turn help apprentices to achieve their potential and progress confidently to end point assessment. The Tripartite Progress Review Meetings also ensure that the line manager / workplace mentor is fully engaged in the apprentice's programme.

Testimonials

"Employers recognise how the projects apprentices complete have a direct impact on their business. For example, apprentices complete projects on how to shape the mission, vision and values of a company. Employers use the research and outcomes of the projects to bring together sales departments and implement shared values across the teams."

Ofsted feedback on Level 7 Senior Leader programme

"Putting the theory into work helps you accelerate far quicker and the experience from the end-of-year projects has helped me to look at operations from a more strategic level and think more strategically overall."

Apprentice

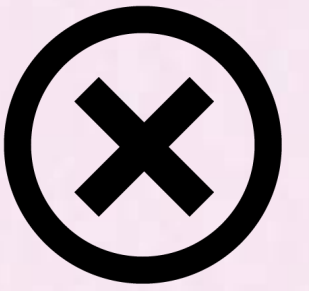
"Everything I have learnt at university has directly applied to / informed my practice."

Apprentice

"The programme has provided a new and innovative sales learning curriculum of knowledge, skills and behaviours to meet the requirements of a future Sales Professional."

Trailblazer member and apprentice employer





“Being able to compare the theoretical learning with my lived experience, and the experiences of my peers in other industries really deepened my understanding of the topic.”

Apprentice



“Views from other businesses is always valuable in place of work, it helps bring different perspectives to situations.”

Apprentice



"My manager gives me space and time to complete modules and is there for any questions or advice I may need. My work colleagues show interest in some of my work, especially if I am learning framework tools that will help them with their roles. Generally, they are all very supportive."

Apprentice

"The most enjoyable part [of the programme] was the workshops with other apprentices. Meeting like-minded people from other businesses and sectors and interacting with the tutors to discuss anything sales related and degree related."

Apprentice

"My colleagues and I would usually bounce off one another, share ideas and theories and create arguments and contracts against academic sources and theories, then comparing these to our day to day. My manager would also support with this, more from a high-level senior approach, whilst supporting my development and apprenticeship."

Apprentice



“I have learnt how to see things with an ethical eye. I have also learnt accountability and I know that I am responsible for my future.

I am better at self-management and my performance has improved since starting the learning programme.”

Apprentice

“I feel as a result of the course, I am not only a better at my job but am a better person as a whole.”

Apprentice





“Studying, and working with colleagues on the ... degree supported my learning and development, and made the academic and theoretical side more real.”

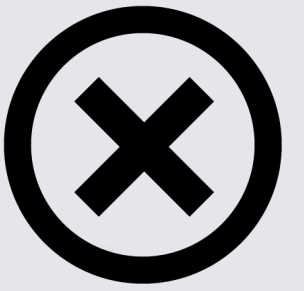
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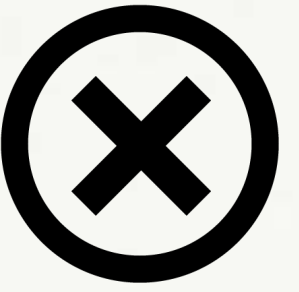
Apprentice



NOTES

"I see a 'learning community of practice ..[as] an environment where learning and work can take place at the same time with peers. Be this on campus, video calls or in a work space."

Apprentice



“Really useful session. I wanted to ensure I’m prepared to support my apprentice with their KSBs and EPA preparation, and now I know what I need to do.”

Employer participant

“Professional discussions are great for gap filling.”

Provider Coach

"It is good practice for apprentices for their EPA, as this is not an informal chat, and can support those apprentices who wish to obtain the higher grades."

LIEPA Assessment Report

“I found the Professional Discussion a useful way of presenting the criteria. If I had not fully met the requirement, I had the opportunity to go into greater depth to meet the Standard. I found it added clarity of what is required.”

Apprentice

“Professional discussions are helping me to prepare for the End Point Assessment.”

Apprentice





“The tripartite reviews ensure my manager is in-the-loop.”

Apprentice

“Review meetings help me to take stock and plan out my next steps with the support of my employer and tutor.”

Apprentice



Employers have a responsibility to provide a “site of learning and knowledge production as well as knowledge application”.

Lester, 2020, p705

The creation of learning communities is a natural process that does not need to be controlled or manipulated

Senge, 2006, p309



"Learning organisations are where people are continually learning how to learn together."

Senge, 2006

*Bandura's (1977) theory of social learning
people learn through one another, through
observation and imitation.*

