



UNIVERSITY OF  
PORTSMOUTH

# *Making Degree Apprenticeship Staff Training “Outstanding”*

**SUE BANGAR - FACULTY LEAD APPRENTICESHIPS**  
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**YOUR TIME.**  
**YOUR PLACE.**

# AIMS AND OBJECTIVES

- Introduction to BaL's Teaching and Learning Innovation Project.
- Discuss workshops and developments.
- Importance of DA teaching styles - best practice in DA teaching and delivery.
- Changes in DA landscape.
- Ofsted regulatory requirements and compliance – what we need to know.
- What next?

The word 'hello.' is written in a vibrant, multi-colored cursive font. The colors transition from teal on the left, through yellow, orange, red, and purple, to blue on the right. The word is set against a white background, which is framed by a pink dotted pattern on the right and bottom edges.

# INTRODUCTION BAL'S TEACHING AND LEARNING INNOVATION PROJECT

- Context: Launched Spring 2025 – provide a 2000-word EOI that focused on a particular issue within the T&L landscape – tight criteria. Upto 10% WLA.
- Why did we choose this topic?
- Remove the mysticism of DAs.
- Improve apprenticeship experience.
- Enhance colleague understanding.
- Raise profile of DAs within BaL through the scheme.
- Passionate about apprenticeships.

**why did  
we do  
this ?**

# WORKSHOPS AND LESSON LEARNT

- Ran 2 workshops. Sept and Jan- to avoid teaching times.
- Sept – included DAs discuss what they liked, wanted to change, importance of work-based focus; teaching colleague shared quick and easy wins when teaching DAs – relevance, clear links to KSBs, etc; WBTs – vital to DA learning experience; Ofsted regulations (safeguarding, OTJ, EPA, etc).
- Included discussions around lesson observations – highlighted need to have trusted colleagues, transparent process, want constructive feedback.
- Feedback from session: Felt helpful and engaging – more lesson observation information, and DA pedagogies.





# WORKSHOPS AND LESSONS LEARNT

- Jan – built on Sept feedback!
- – Split into 3 workshop sessions – DA pedagogies longer session this time; assessments: relevant and work-based; Ofsted regulations and more detailed review of lesson observations.
- Welcomed back the WBTs – essential to DA experience.
- Feedback from session: Again, very positive – colleagues would like more regular training and updates, encourage wider attendance, more lesson observation information, and summer event to help with prep for Sept.
- Different programmes – great to share best practice.
- Certificates – really appreciated by attendees/ captures CDP – a quick win!



# KEY DELIVERABLES FROM OUR PROJECT

- Launched learning observations – undertook pilots – worked with Institute for Professional and Flexible Learning.
- 3 phases – pre, during, post - agrees when and when and highlights issues before the observation, in-class session and then follow-up. Paperwork shared with colleagues – collaborative and open.
- TB3 we captured BaL colleagues – some great practice identified.
- Summer event 18 June – DA mini-fest – mandatory now - colleagues who unable to attend will have a follow-up session



# THE APPRENTICE JOURNEY

**Start point:** Limited workplace/academic knowledge

**Mid point:** Growing autonomy, applying knowledge in context

**End point:** Self-determining, reflective practitioner ready for EPA

# PEDAGOGY (STAGE 1)



DEFINITION: TEACHER-DIRECTED, STRUCTURED, FOUNDATIONAL



WHEN USED: EARLY STAGES (ONBOARDING, YEAR ONE FOUNDATIONS OF LEARNING, INDUCTION, BASICS)



METHODS: LECTURES, DEMONSTRATIONS, GUIDED PRACTICE



KSBS FOCUS: CORE KNOWLEDGE, COMPLIANCE, BASIC BEHAVIOURS



EXERCISE: DESIGN A 4-WEEK INDUCTION PLAN FOR A NEW APPRENTICE

*Traditionally defined as the art and science of teaching children, pedagogy positions the teacher as the primary authority who designs, delivers, and evaluates learning. It is teacher-directed, content-focused, and assumes learners are dependent.*



# ANDRAGOGY (STAGE 2)

*A theory of adult learning that emphasises learners' self-concept, experience, readiness, orientation to learning, and motivation. Adults are seen as self-directed, drawing on prior knowledge, and learning best when content is relevant to their roles.*

Definition: Adult learning principles; self-directed within structure

When used: Middle stages; applying knowledge at work

Methods: Problem-based learning, reflective journals, projects

KSBs focus: Transfer of knowledge to practice

Exercise: Create a short project brief applying classroom knowledge workplace

# HEUTAGOGY (STAGE 3)

*A self-determined learning approach where learners are the “agents of their own learning,” shaping not only what they learn but also how and why. It emphasises capability, critical reflection, and adaptability in complex environments. ( Blaschke 2012)*

Definition: Self-determined learning; learner drives outcomes

When used: Advanced stages; preparing for EPA & independence

Methods: Action research projects, peer mentoring, self-reflection

KSBs focus: Higher-order skills, critical thinking, independence

Exercise: Draft EPA-style reflective questions for apprentices

# CHANGES IN DA LANDSCAPE

- Growth and Skills Levy & LLE
- Defunding of Management standards
- Restrictions on Level 7 standards
- Compliance and new inspection changes
- Portfolio changes ongoing ,including the introduction of Apprenticeship Units

Changes to UK  
Apprenticeships

Explained



# WHAT DOES OFSTED STAND FOR?

- Anybody know?
- Office for Standards in Education, Children's Services and Skills?
- **Our Fantastical Super Teaching and Education Deliverables!**



# Governance



HM Government



Association for  
Project Management



UK Quality Assured



**CIPD**

Chartered Institute  
of Personnel and  
Development

**Office for  
Students**

**ofs**



**CIM**

The Chartered  
Institute of Marketing





# What is Ofsted? Why do they matter?

Ofsted is responsible for quality assurance of degree apprenticeships.

Ofsted inspects all apprenticeship training providers and reports their findings to the Department for Education

The Office for Students (OfS) oversee the quality assurance on the End Point Assessment (EPA) for integrated apprenticeships.

# The Ofsted Education Inspection Framework

Ofsted uses the Education Inspection Framework and the Further Education and Skills Inspection Toolkit to evaluate the quality and impact of apprenticeship provision.

- *Inspectors consider how well we:*
- keep apprentices safe - **Safeguarding**
- remove barriers - **Inclusion**
- lead provision effectively - **Leadership and governance**
- plan learning clearly - **Curriculum**
- teach and train well - **Teaching and training**
- develop KSBs - **Achievement**
- support wider growth - **Participation and development**
- meet employer needs - **Skills needs**

# What are Ofsted looking for?

## Quality of education

- Intent – Does the curriculum reflect sector needs? Has it been coherently planned and sequenced? Is it ambitious for all learners? Is it taught in full?
- Implementation – do teachers have expert knowledge? do they present clearly? Is assessment used well? How are learners helped to integrate their learning? How is a positive learning environment created?
- Impact – Are learners developing the necessary knowledge, skills and behaviours? Are they ready to progress?

# What are Ofsted looking for?

- Behaviours and attitudes – How are high expectations for learners' behaviour and attitudes set? What does attendance look like? Are the relationships between learners and staff positive and respectful? Is there a safe learning environment?
- Personal development – How does the curriculum offer wider development? Are learners prepared for future success? Are learners prepared for life in modern Britain /British Values?
- Leadership and management – Evidence of clear and ambitious leadership and management for providing inclusive high quality education? Support for all learners to succeed? Are learners engaging with the community? Evidence of the importance of governance and safeguarding



# Equality, Diversity & Inclusion (EDI) and DAS at UoP

## EDI Policy – Why it Matters

- Promotes a **fair, inclusive environment** for all staff and students.
- Ensures compliance with the **Equality Act 2010**.
- Celebrates **diversity of backgrounds, experiences & perspectives**.
- Supports **equal access and opportunity** in learning and work

## DAS – Why it's Important?

- Provides **specialist advice and support** for disabled students and those with specific learning differences.
- Coordinates **reasonable adjustments** (e.g., exam arrangements, learning support plans).
- Ensures students can **achieve their potential** without barriers.
- Key to UoP's commitment to **inclusive education and student success**.



# Prevent, Safeguarding and British Values

- **Safeguarding:** Protecting learners from harm, abuse, neglect, and ensuring a safe learning environment.
- **Prevent Duty:** Part of safeguarding, requiring education providers to help stop people being drawn into **radicalisation and extremism**.

## Our responsibilities :

- Creating a **safe, supportive culture**.
- Recognising and reporting **signs of risk**.
- Staff trained in **policies, procedures, and referral routes**.
- Embedding awareness into curriculum and pastoral support.

## Why it matters:

- Protects learners' **wellbeing and safety**.
- Meets **legal obligations** (e.g., Counter-Terrorism and Security Act 2015).
- Builds **trust and resilience** in the learning community.
- Ensures all learners can **thrive in a safe environment**.

Democracy

Individual Liberty

Tolerance

The Rule of Law

# WHAT NEXT FOR OUR PROJECT?

- Dissemination of project: We had planned to attend TEEDA – Transforming Educational Experiences in Digital Apprentices conference but date changed – so will attend go next year.
- Possibly publish as a case study in Journal of Education Learning and Work – take to National Apprenticeships Conference.
- Presenting at the BaL L&T conference in September.
- Continuing to undertake learning walks and rolling -out essential staff training.
- Must be dynamic and flexible as DAs continue to evolve.





**DO YOU HAVE**

*any questions?*