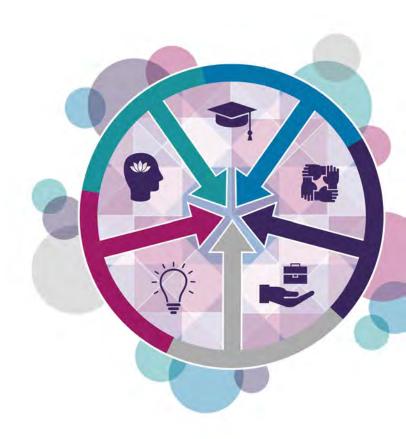






Graduate Apprenticeships: principles, practice and impact

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Introduction

GCU is the largest provider of Graduate Apprenticeships (GAs) in Scotland
Five years experience of GA delivery
Currently offering eight GA programmes in IT,
Engineering, Built Environment and Business
This study aims to capture the learnings from this experience

Context

GA programmes deliver work-based learning and contribute to widening participation Multidimensional context reflects:

- Range and variety of disciplines offered within GCU
- Diversity of stakeholders
 Emergent areas of interest will inform the body of knowledge and review of institutional delivery principles

Methodology

Literature review - academic and internal documentation Defined stakeholder groups:

- Apprentices (existing students and alumni)
- Employers
- Academic staff
- University professional services staff
- University leadership
 Initially surveyed stakeholders
 Survey findings identified emergent areas to explore further through focus groups and interviews

WBL and WIL

Work-Based Learning

Curriculum and partnership [1]

Work-Integrated Learning

 Pedagogy, combines academic information with knowledge through workplace experiences [2]

Principles [3,4,5]

- Clear purpose
- Context
- Authentic activity
- Partnership
- Status
- Specificity
- Expectations
- Need
- Compliance

Findings

Early stage of analysis
Strongly emerging broad concepts from stakeholder groups **Divergent areas**

- Stakeholder groups differ in perceptions
- Potential tension between partners
- Need to work together to harmonise expectations

Convergent areas

- Significant agreement between perceptions of stakeholder groups
- Clear implications and action points

Divergent areas

Delivery model

- Primarily employers/university
- Length of programme
- Structure of academic year
- Teaching front loaded, day-release, etc.

Perceptions of WBL/WIL

- Primarily apprentices/academics
- Applied content vs broad encompassing education
- Assessment

Convergent areas

Resource implications

- GAs need more academic resource than "traditional" students
- Need resource within the workplace
- Partnership required to implement WIL pedagogy

Framework flexibility

- GA programmes currently have to comply with specific frameworks
- Need to enable providers to develop programmes more easily to meet employer demands

Completing the project

Complete the analysis of our data Granular exploration of concepts and perceptions through thematic analysis

Review existing GCU provision and principles in the light of our findings to inform future institutional strategy Further dissemination of findings

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Thank you

