

Tensions and innovations: the impact on learning of Apprenticeships in non-traditional settings

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Background and introduction

 England: apprenticeships, culture and policy drivers

Previous research:

- Employer role in 14-19 TVET policy
- Moving from frameworks to standards-based Apprenticeships

Research questions:

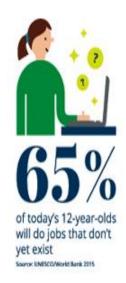
- What is the impact of the introduction of Apprenticeships on the case study organisation?
- What is the impact on learning for apprentices in a 'non-traditional' setting?





The case study organisation

- Apprentices in 6 locations in England, including home-based (!)
- Total staff of c.3500 with 160 current or completed apprentices, of whom 59 responded to the survey, and 29 agreed to be interviewed; around 15 have been interviewed to date (stakeholders to be interviewed Oct-Nov)
- Apprenticeships offered from Level 2 to Level 7, with the majority at Levels 3 and 6
- Existing and newly recruited staff
- Why 'non-traditional'?



Early findings (1): Recruitment: who are the apprentices?

'I had it in the back of my mind about degree apprenticeships but if I'm honest I didn't really know where to go as such'

'So I always wanted to do an Apprenticeship and I found it on the gov website, so if you type in apprenticeship then it comes up with the gov website and I just saw the position'.

'I have a degree in Biochemistry...I got through like a temporary contract as first I was working [at the organisation] then I saw the apprenticeship and I was like, oh, that's quite interesting'





Early findings (2): Recruitment: who are the apprentices?

'I got married...I had a baby, and then I was like, while I was doing my degree I was working as a manager in Subway as well...'

'lots of guys in the customer services team...were doing apprenticeships...one of them approached me and said...do you want to do an apprenticeship that's funded for [sic] by the company? So I thought, you know what, what have I got to lose by doing that?'

'I couldn't quite stomach having another four years of like being talked at and having to do all the work'

'You don't go and spend all that money on a university place when they're giving you the degree and those three years' work experience. It's a no brainer'.

'I've been working for [the organisation] for almost 12 years now...took the opportunity to do an apprenticeship...when we were looking for development goals'.



Early findings (3): learning experiences

'There was a lot less understanding from my line managers...she didn't quite fully get it and I think she had higher expectations of what it would be...she had assumed that they were giving me a toolkit and I would start sing that toolkit straight away'.

'...working in like an office environment and the learning everything from scratch and having that confidence to ask questions and you're like I feel like I'm being annoying. I'm constantly asking people these questions'.





Early findings (4): degree apprentices

'My new line manager...she's never managed a degree apprentice before but she's like fantastic...she'll always be asking 'how's your workload?".

'We're the mature group, because everyone else is 18...I had to do a lesson on how to deliver a presentation...I did find that session a little bit condescending'.

I don't think [the College] got the delivery, and the people are out from work...there's like three of you and the lecturers, it limits the chance for discussion and it impacts on their grade'.



