



Pearson

# 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 using 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'.*



**ALWAYS LEARNING**