CONDITIONS FOR SUCCESSFUL DEGREE APPRENTICESHIP: AN APPRENTICE PERSPECTIVE.

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Abstract

Conditions for successful degree apprenticeship: An apprentice perspective.

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Degree apprenticeships embed UK Government higher education strategy within the wider context of skills reform. This presents a unique challenge for stakeholders who must understand successful learning in a system that requires the integration of knowledge and practice for apprentices at diverse occupational starting points. Whilst individual differences are acknowledged in extant research, their impact on successful learning is not fully understood.

This research focuses on the delivery of the Chartered Manager Degree Apprenticeship (CMDA) at a university in England and is one of only small number of empirical studies based upon this type of apprenticeship programme. Uniquely, it expands the conceptualisation of expansive-restrictive learning to provide a holistic understanding of degree apprenticeship and tripartite VET systems. It explores the integration of formal and informal learning in degree apprenticeship. Secondary data maps progression against policy criteria to individual accounts of learning, providing rare longitudinal comparative analysis of learning across different occupational starting points during the COVID 19 pandemic.

In practice a personalised divide between formal and informal learning influences expectations, motivation and engagement in ongoing learning and development. Within the tripartite relationship a shared stakeholder understanding of this personalisation and a collaborative approach is essential for facilitating successful learning. The context of COVID 19 limits generalisability. It provides some key insights into the impact of remote work and learning on successful apprenticeship. Further research is recommended to consider these findings in their intended delivery context.

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CHAPTER 1: Introduction and overview of research

This chapter introduces the problem statement; research aim and purpose; its contribution and significance; and definition of terms. It provides an overview of the context and scope of the research by introducing the role of degree apprenticeships in higher education, exploring tripartite perspectives and defining successful learning (see figure 1). It outlines the research aims and objectives, the design, methods of analysis and findings and provides an overview of the document structure and content.

Figure 1: Contextual overview
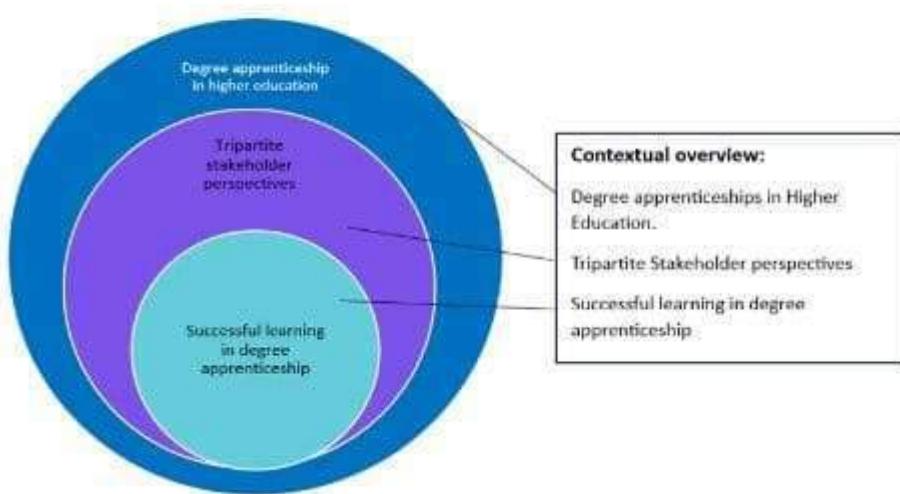
1.1 DEGREE APPRENTICESHIPS IN HIGHER EDUCATION

Apprenticeships at degree level embeds UK Government higher education (HE) strategy within the wider context of skills reform (Augar,2019). The increasing importance of Higher Education Institutions (HEIs) in preparing workers for employment is set against a backdrop of accelerated global change and technological advancement. Ongoing productivity problems and workforce challenges are exacerbated by the coronavirus pandemic and Brexit. Employment is below pre pandemic levels with 60% of economically inactive 16–64-year-olds falling into the 50-64 age bracket. The share of this group wanting to return to work is decreasing (ONS, 2023). Employers must simultaneously keep their workforce agile whilst recruiting and retaining talent with relevant and transferable skills such as communication, critical thinking, and problem solving (Virtanene et al., 2012; Jackson and Chapman, 2012; Hughes et al., 2013; CBI, 2023) which employers value more highly than the technical knowledge associated with graduates (Harvey, 2003; Confederation of British Industry (CBI), 2023). The development of education that meets these labour market challenges is increasingly important (UKCES, 2014; CBI, 2023). The CBI predict demand for these skills will increase over the next 5 years with management and leadership identified as one of the biggest areas of employer investment

(2023). Degree apprenticeships form a key pillar of government strategy to support these changing labour market trends.

Although apprenticeships are common to contemporary labour markets such as the UK, Australia and Germany, the introduction of degree apprenticeships is a shift in vocational education and training (VET) policy distinctive to the UK system and is a flagship element of reform (Augar, 2019). This research focuses on the delivery of the Chartered Manager Degree Apprenticeship (CMDA) at a university in England and is one of only small number of empirical studies based upon this type of apprenticeship programme (Quew-Jones and Rowe, 2022).

UK apprenticeship mandates for an employer led system. A formalised commitment between employer, apprentice, and provider is required to ensure successful outcomes (BIS, 2016). Additionally, they introduce new subject disciplines including management and leadership at levels 6 and 7. Apprenticeships are funded through a levy to which employers contribute 0.5% of their annual payroll bill over £3 million (BIS, 2016). Where this does not apply, funding is accessed through a co-investment scheme in exchange for a 5% employer contribution towards the cost. Funding eligibility rules continue a trend for using the VET (VET) system to recruit new talent or upskill existing staff to tackle challenges of a diminishing workforce and a heightened pressure on the state (Mouleart and Biggs, 2012). A move away from the use of apprenticeships to accredit extant knowledge means funding is only available for the development of new knowledge, skills, and behaviours (KSBs).

1.2 TRIPARTITE PERSPECTIVES

In UK apprenticeship a tripartite commitment between employer, provider, and apprentice is central to successful apprenticeship (Basit et al., 2015; White, 2012). This requires all stakeholders to engage with success (Smith et al., 2023) and agree to fulfil the requirements of the occupational standard and funding rules.

Whilst the uptake in degree apprenticeships has been slower than anticipated they are an area of growth for HEIs. They present universities with opportunities to meet their strategic objectives by utilising their expertise and existing degree awarding powers to widen participation and enhance engagement with businesses (Lester, 2020). Success for HEIs is traditionally bound up in degree achievement which contribute to reputational matters such as ranking and accreditation. A threat is an increased reliance on income that is subject to policy change at short notice such as the £5,000 reduction in funding for CMDA since its inception, increasingly stringent funding rules which include withholding 20% of provider funding until successful completion, and the removal of funding for level 7 apprenticeships for learners over the age of 22. This is set against a backdrop of lower completion

rates than traditional full-time undergraduate courses, presenting a challenge for HEIs. The introduction of Ofsted as the regulatory body for inspecting apprenticeships at higher and degree level has redefined the parameters of quality and successful outcomes for HEIs who are typically subject to Office for Students (OfS) scrutiny of their degree provision. Ofsted are concerned with university and employer collaboration to deliver curriculum that ensures development and progression at work and university. Their assessment of quality teaching and learning evaluates the integration of knowledge and practice across different starting points. This places HEI and employer relationships under scrutiny and introduces new processes and requirements that extend beyond the quality assurance of formal curriculum in HE.

Traditionally individual suitability for HE is guided by prior achievement in formal learning qualifications such as A-levels or their equivalent. In degree apprenticeship, entry requirements afford greater flexibility allowing for the accreditation of workplace experiences in lieu of such qualifications. Providers must assess candidate suitability through an initial skills assessment to demonstrate learning is required and is not duplicated in areas of established workplace competency. Alongside the familiar monitoring of progression and engagement in formal learning, HEIs must also have systems in place to ensure apprentices are spending the required 20% of their work time in learning and have achieved level 2 qualifications in maths and English by completion. As providers, universities must understand how to manage the work and university learning of apprentices with diverse occupational and educational experiences.

Apprenticeships in management and leadership offer employers a new approach to developing managers and leaders. The CMDA is designed in partnership with the Chartered Management Institute (CMI) and employers who have classified the KSBs that define occupational competency to provide a professional development pathway from levels 3 to 7 (Schedlitzki, 2019). Their purpose is to address the lack of skills and training, help new and existing managers to develop in their roles, and embed good management and leadership practice. This enables organisations to retain staff, meet organisational objectives and contributes to productivity (CMI, 2023). The practice of developing managers towards a fixed occupational standard of KSBs is a significant change for businesses (Rowe et al., 2016; Schedlitzki, 2019). Management development approaches may vary from formalised off the job learning to informal on the job activities (Schedlitzki, 2019). The use of academic qualifications for this purpose is not universally familiar. Employers are not equally equipped to support the necessary application of knowledge to practice for successful learning in apprenticeship. They must understand how to deliver successful work-based learning (WBL) programmes within their organisation and build the support systems required to promote successful outcomes for employees who are at varying stages of occupational competency (Fuller et al., 2004; Fuller et al., 2015). A lower-

than-average CMDA national completion rate of 48% emphasises the CMDA is not successful in its endeavour in many cases.

Degree apprenticeships offer employees the opportunity to achieve a degree whilst learning an occupation (BIS, 2015). Both are valuable labour market capital where the development of transferable skills and ongoing continuing professional development are increasingly important factors in initial (Suleman, 2017) and ongoing employability (Davies et al., 2019). This makes demonstrating successful apprenticeship important at a range of career stages.

Whilst successful learning is a shared goal for all stakeholders, differences in priorities where HEIs aim to ensure academic standards, progression, and successful degree achievement; employers seek achievement of organisational goals and professional skills development; and apprentices the acquisition of formal learning credits towards the achievement of a degree, mean a position of collaborative self-interest is necessary for successful learning to be achieved (Smith and Betts, 2000). There is a limited consensus to support the operational effectiveness of the tripartite relationship for facilitating successful learning (Quew-Jones and Rowe, 2022). This research furthers understanding of the role of the tripartite relationship in learning in degree apprenticeship.

1.3 SUCCESSFUL LEARNING IN DEGREE APPRENTICESHIP

Learning in apprenticeship is traditionally understood through learning a craft or a trade. Here a bipartite relationship between employer and apprentice is key to successful learning in occupation (Lave and Wenger, 1991; Chan, 2013; 2016). Success is defined by the development of novice to full participant in occupational practice (Lave and Wenger, 1991). Early research focuses on the situational aspects of learning and the role of employer in this process. In contemporary VET this is considered up to intermediate level (see Fuller and Unwin, 2003; Fuller et al., 2015; Messmann and Mulder, 2015). This leads to a focus on the role of organisational characteristics in successful learning in apprenticeship (Fuller and Unwin, 2003) yet provides limited insight into the role of the individual.

An increasing incorporation of formal learning in modern VET, in the UK and internationally, in tripartite apprenticeship systems changes how successful learning is defined (Billett, 2016). In degree apprenticeship, learning must be demonstrated at work and university with a focus on their integration. To date research has mainly explored the opportunities and challenges presented by the design and implementation of these programmes (Rowe et al., 2017; Mulkeen et al., 2019; Hughes and Saieva, 2019), the role of the employer (Emms et al., 2021; Minton and Lowe, 2019; Roberts et al., 2019; Quew-Jones and Rowe, 2022), the HEI (Basit et al, 2015; Billett, 2009; QAA,

2019; Powell and Walsh, 2018; Rowe et al., 2018) and their collaboration to co-design curriculum (Lester, 2020; Lillis, 2018; Lilis and Bravenboer, 2020; Fuller and Unwin, 2003). Some of these studies are in a pre-levy setting where different funding contexts may vary outcomes (Rowe et al., 2016; Rowe et al., 2017). Management and leadership spans sectors which necessitates the exploration of diverse contexts (Kossek and Perrigino, 2016).

The extension of the age limit for accessing the VET system in the UK in the last 20 years leads to an increasing need to understand the role of individual characteristics such as age and experience which are important factors that have a bearing on successful learning in apprenticeships (Fuller et al., 2015; Leonard et al., 2018). Early conceptualisations of learning in apprenticeship that assume a ubiquitous starting point of novice (Lave and Wenger, 1991; Fuller and Unwin, 2003) are challenged by this new landscape where established workers learn alongside novices. This is an emerging area of research, which does not yet extend to understanding the impact of individual differences on learning in these groups (Smith et al., 2023). This research explores this to help employers and providers understand how to address differentiated learning needs in degree apprenticeship curriculum.

1.3.1 Defining and measuring successful learning in degree apprenticeship

Successful learning in degree apprenticeship requires this to be understood and measured from the standpoints of HE and work. The former, typically measures success quantitatively through qualifications and attainment. The latter is linked to learning at work and based on the notion workplace knowledge and skills are developed through participation often not picked up by quantitative examination (Felstead et al., 2005).

A feature of the UK VET system is the adoption of quantitative measures to monitor the criteria outlined in figure 2. Here, successful degree apprenticeship requires evidence of 20% of contracted work time spent learning. This comprises the learning required for the degree, alongside the development of new KSBs at work. Additionally, university attendance; 4 tripartite reviews per year; the achievement of the formal learning qualification; and level 2 maths and English must be evidenced to assure ongoing funding and successful completion. Current accountability frameworks require the HEI to monitor progress against this criterion and regularly report this to employers. Lambert (2016) argues this focus on provider accountability is out of balance as significant proportions of apprentice's learning is devolved to the workplace.

Figure 2: Education and Skills Funding Agency requirements for successful apprenticeship

Compliance requirement	Description
Attendance	Apprentice must attend off the job training sessions organised by the university. This contributes to their 20% off the job learning (see below.
20% of contracted work time spent learning off the job	This is defined as a combination of engaging in the timetabled university training sessions and acquiring new knowledge, skills and behaviours in the workplace.
Achievement of the formal learning aim	Completion of the formal learning programme (BA (Hons) in Management and Leadership
Tripartite progress reviews	Tripartite progress reviews between apprentice, employer and provider must take place 4 times a year.
Level 2 Functional Skills – maths and English	Apprentices must have achieved level 2 functional skills in math and English to be eligible to sit their apprenticeship End Point Assessment (EPA)

Source: ESFA (2016)

CMDA apprentice's learning must also be evidenced at the required academic and professional level to determine the successful achievement of learning at university and work. The policy requirements provide an indication of progress towards learning at university and work separately. Learning at a higher level requires their integration to demonstrate fulfilment of the underpinning KSBs through critical evaluation and reflection (CMI, 2017; Quality Assurance Agency (QAA), 2023). To understand successful learning in degree apprenticeship both definitions of successful learning must be considered alongside their integration.

1.4 THE RESEARCH CONTEXT

The research takes place within the business school of a post 1992 university in England. The university is rated gold on the Teaching Excellence Framework (TEF) and has achieved many accolades in recent years. Most recently The Times and The Sunday Times Modern University of the Year 2023 and University of the Year in the Whatuni Student Choice Awards 2023. In 2024 the university was ranked 42nd in The Times and Sunday Times Good University Guide. In 2024 it was rated "Good" by Ofsted and "Outstanding" for its apprenticeship provision. It has a longstanding reputation for the delivery of work-based degrees and was at the forefront of degree apprenticeship design and delivery. Central to this was the design of the CMDA as its inaugural degree apprenticeship. Although representative of a small percentage of enrolments, apprenticeships are an area of growth and central to achieving the university's strategic aims which include creating opportunity; widening participation; extending the parameters of education to have impact on businesses and society; and developing relationships with business to increase its commercial offer. The university must maintain its "Good" rating from Ofsted which is essential for meeting its contractual obligations with employer partners and maintaining its reputation as an apprenticeship provider of choice within the region.

The management and monitoring of apprentice progress against policy requirements and delivery of operational tripartite progress reviews present new quality development targets. The university currently deliver 22 apprenticeships, at level 4 or above with 3 of these in business and management disciplines. There are over 2,100 apprentices enrolled across the institution, with over 500 undertaking apprenticeships in business and management related subjects across over 180 employers, since 2016. This has enabled the school to grow and diversify its client base.

The CMDA is delivered by the university's business school. It is triple accredited having achieved AACSB, EQUIS, and AMBA accreditation and several nationally and internationally accredited recognitions such as Small Business Charter and PRIME, placing it within the top 1% of business schools globally. The school prides itself on being the business school for business and a world leader in experiential and personalised learning. Its mission is to provide "research and education that combines academic excellence with positive impact on people, business, and society." The delivery of successful degree apprenticeships is key to its realisation. Consequently, it was an early adopter of the CMDA converting its undergraduate work-based degree programme to meet the requirements of the occupational standard.

The CMDA's flexible delivery model comprises of 20 on campus days per year supported by on-line resources and activities. Applicants are assessed for entry based on their qualifications, prior occupational experience, or a combination of both as specified in the occupational standard for Chartered Manager (IfATE, 2018). Assessments incorporate the contextualisation of theoretical concepts to practice. Successful completion results in a university award of Bachelor of Arts (Hons) in Management and Leadership, a CMI) level 5 Diploma in Management and Leadership, and eligibility to claim Chartered Manager status subject to ongoing continuing professional development.

Whilst the university's expertise in delivering WBL programmes to business has made the transition to apprenticeship delivery straightforward in principle (Rowe et al., 2016) it has involved a significant scale up of delivery and a change in learner and employer diversity. The school's consortium approach to delivery means they must cater for employers and apprentices with diverse experiences and expectations of work, education, and apprenticeship. Early indications suggest the qualification achievement rate (QAR) for the CMDA within the university and nationally is below the average stipulated by policy makers (figure 3). To maintain its status and reputation it must understand how to improve completion rates on the programme.

Figure 3: CMDA Qualification Achievement Rate Institutionally and Nationally 2021/22
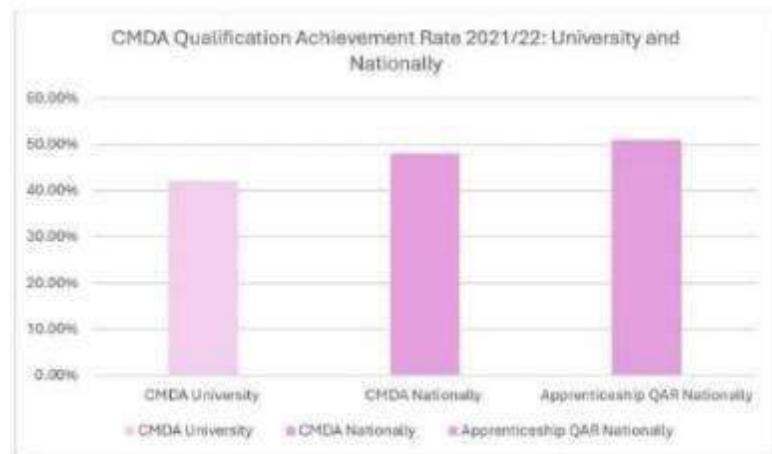
Source: Education and Skills Funding Agency

1.5 RESEARCH AIMS AND OBJECTIVES

The purpose of the research is to consider the overarching research question:

How do we understand what constitutes an effective learning experience though the perspective of the apprentice?

Research objectives:

- To understand the gap between formal and informal learning in apprenticeship and its significance in successful learning.
- Identify individual apprentice characteristics that enable or constrain successful learning in CMDA apprentices.
- To understand the impact of the tripartite relationship between employer, provider, and apprentice on successful learning.
- To conceive recommendations for the improvement and development of apprenticeship programmes to ensure they promote success for all.

The research is designed to meet these objectives by using a case study approach focusing on the individual experiences of apprentices. It will address the following research questions:

R1 How does the divide between formal and informal learning impact on apprentice success?

R2 What are the characteristics, motivation, and expectations of successful CMDA apprentices?

R3 How does the relationship between employer, apprentice and provider contribute to successful learning?

1.6 RESEARCH SIGNIFICANCE AND CONTRIBUTION TO KNOWLEDGE

This research focuses on the delivery of the CMDA at a university in England and is one of a small number of empirical studies based upon this type of apprenticeship programme (Quew-Jones and Rowe, 2022). It contributes to knowledge by conceptualising successful learning in contemporary higher apprenticeship. Uniquely, the thesis investigates individual traits and behaviours of degree apprentices and their impact upon learning. This enables the researcher to extend the conceptualisation of expansive -restrictive characteristics to the apprentice (Fuller and Unwin, 2003) and provide a holistic understanding of the tripartite relationship.

A rise in formal curriculum within contemporary apprenticeship systems brings the convergence of knowledge and practice into focus (Billet, 2016). This research contributes to a new strand of research that focuses on the specifics of this provision (Rowe et al., 2016; Rowe et al., 2017; Hughes and Saieva, 2019; Lester, 2020; Lester and Bravenboer, 2020).

The research extends the use of case studies in apprenticeship and WBL research (Fuller and Unwin, 2003; Hodkinson et al., 2003) to focus on individual apprentices as subjects, capturing their primary accounts of learning. The examination of multiple micro cases captures individual experiences and characteristics and considers their role in successful apprenticeship in depth and detail. Individual cases incorporate secondary progression data and primary qualitative data to establish the meaning behind different rates of progression against policy requirements (figure 2) and their correspondence to critically reflective approaches to learning necessary at degree and higher professional level.

Whilst acknowledged as a limitation most research into successful learning in degree apprenticeship favours cross-sectional study. There is a scarcity of research into the ongoing process of learning and how occupational competency evolves over time. The qualitative longitudinal approach used here provides rich, descriptive data that explores learning through the eyes of the apprentice at 3 distinctive points in time.

This research provides insight into the operational effectiveness of the tripartite meeting for facilitating successful learning from the apprentice perspective. It extends the expansive - restrictive continuum to tripartite engagement. The exploration of the role of the individual in the process of becoming a Chartered Manager across a range of organisational contexts and sectors, responds to the call for greater sector representation within the field (Kossek and Perrigino, 2016). More widely, it addresses the need for more attention to be paid to the experiences of learners on programmes of management development (Callahan, 2007; Gagnon and Collinson, 2014) and considers the process of identity construction in leadership roles (Nicholson and Carroll, 2013).

Finally, an unintended consequence of the research is its unique longitudinal insight into successful learning in degree apprenticeship during the covid 19 pandemic. This supports the futureproofing of apprenticeship curriculum, aiding future pandemic planning, and furthering understanding of how the use of technology for learning at work and HE impacts on successful apprenticeship.

1.7 OVERVIEW OF THE RESEARCH PARADIGM AND METHOD

Research into WBL that requires the integration of education and work is largely dominated by the adoption of a pragmatic philosophy (Dalrymple et al., 2014). This enables researchers to overcome the opposite understanding of learning as acquisition and participation which propose research methods that are insufficient for gaining an insight into how these separate conceptions of learning converge. Doing so acknowledges the association between education and wider society. This enables the researcher to take an inductive, flexible approach to research design and treat extant knowledge of successful learning conditionally whilst being open to the transformation and reproduction of reality within the new context of the CMDA (Braun and Clarke, 2014).

The research design is qualitative and longitudinal incorporating primary and secondary data which allows the researcher to look for common features of expansive or restrictive learning across time (Pettigrew, 1990). It comprises of a total of 27 separate data collections points, incorporating 9 individual cases, over 3 points in time, within a 12-month period between April 2020 and May 2021. The researcher's proximality to respondents in this research project through her role as business development officer affords access to both secondary data pertaining to their performance on the CMDA and primary data that provides individual accounts of learning experiences on the programme.

1.8 THESIS STRUCTURE

CHAPTER 1: Introduction: Introduces the thesis by providing a background into degree apprenticeships and successful learning. It outlines the research aims and objectives and explains the policy, organisational and professional context. It provides an overview of the rationale and significance of the research.

CHAPTER 2: Literature Review: Chapter 2 provides a review of the literature that comprises successful learning in apprenticeship. The chapter discusses the different conceptualisations of learning, the role of the individual and stakeholder engagement in learning. It concludes by summarising themes that will be explored further through the research process.

CHAPTER 3: Research Methodology: This chapter outlines the research methodology and the researcher's philosophical position. It discusses the research design, and the methods of data

collection and data analysis. It discusses the limitations of the methodological approach and ethical considerations.

CHAPTER 4: Research Findings: This chapter presents the 9 individual cases over the 3 points of data collection and summarises the key themes derived from the data analysis process.

CHAPTER 5: Discussion: This chapter revisits the research aims, objectives, questions, and existing literature to discuss how the findings contribute to academic knowledge and practice.

CHAPTER 6: Conclusion and Recommendations: Chapter 6 reflects on the limitations of the study and provides recommendations for future research in the field and for practice.

1.9 SUMMARY OF CHAPTER 1

The delivery of degree apprenticeships presents HEIs and employers with complexity and challenge. They must adapt their provision to deliver WBL to employees with diverse needs and expectations. This is set against an uncertain funding backdrop which requires degree apprenticeship provision to be sustainable. Early indications of low levels of completion pose questions about the ongoing sustainability of apprenticeships in management and leadership.

Our understanding of successful learning in contemporary apprenticeship must evolve to encompass the integration of formal and informal learning which are understood from a positivist or constructivist perspective respectively. The increasing use of the VET system for developing established employees as well as training novices means personalised divisions between knowledge and practice must be considered alongside personal characteristics, motivations, and expectations. Their limited consideration in extant literature means the tripartite dynamic between apprentice, employer and provider is only partially understood.

CHAPTER 2: Literature review

This chapter reviews and discusses the existing literature in relation to successful learning at work and university, learning in apprenticeship, WBL in HE, and the role of individual agency in successful learning. The literature reviewed identifies themes to be explored through this research. It aims to establish best practice for the successful implementation of degree apprenticeship curriculum taking into consideration the characteristics of individual stakeholders and how they must work together.

The first section of this chapter provides an overview of the conceptions of learning that underpin formal and informal learning and their role in learning in apprenticeship. The second part discusses the literature that considers the role of the individual learner learning through apprenticeship. The closing section examines tripartite stakeholder engagement and its impact on learning in HE WBL and apprenticeship. Figure 4 outlines the structure of the literature review:

Figure 4: Literature review structure
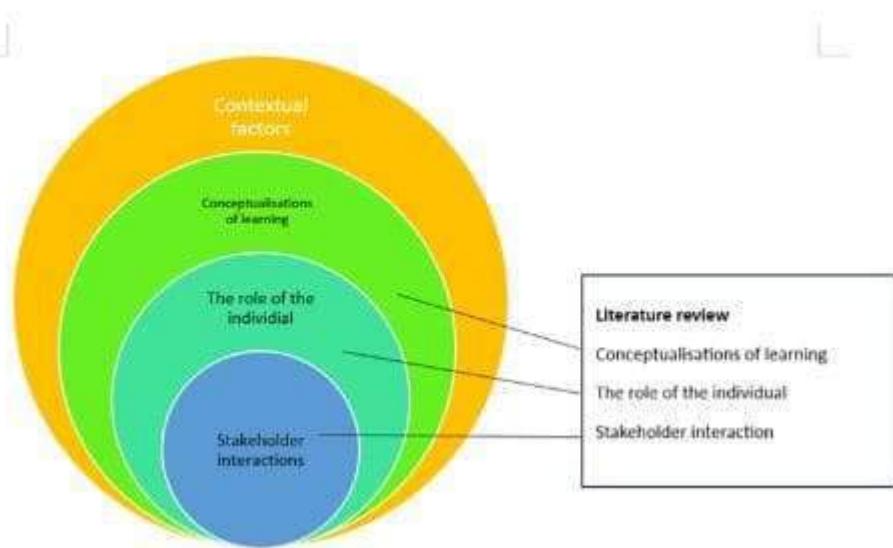
2.1 CONCEPTUALISATIONS OF LEARNING

Literature that conceptualises learning represents two opposing sides of a debate that defines knowledge, and the process of knowing (Scribner and Cole, 1973; Beckett and Hager, 2002; Colley et al. 2003; Felstead et al., 2005; Eraut, 1997; Saljo, 2003; Sfard, 1998). Central to this are distinct epistemological positions that define knowledge, how it occurs, and the existence of a divide between formal knowledge and practice. These separate positions are characterised by several dualisms which

it is argued are restrictive to their necessary reconciliation in contemporary learning (Hodkinson et al., 2008).

2.1.1 Formal and informal learning

Colley et al. (2003) highlight a lack of agreement in the literature over defining formal and informal learning and their boundaries which makes it necessary for researchers to define their interpretation. They suggest formal and informal learning are linked to 2 "overlapping dimensions" (p314). The first takes a research perspective defining learning as inside and outside of academic institutions. This guides the definitions of formal and informal learning in this research project. Here references to formal learning refers to learning in educational institutions and informal refers to learning outside of this including at work.

2.1.2 Acquisition and participation

A second overlapping thread relates to perceived associated types of knowledge commonly referred to metaphorically as learning as acquisition and learning as participation to emphasise the process of knowing (Sfard, 1998). This leads to their interpretation as separate dimensions of knowing as cognitive (Schon, 1983; Argyris and Schon, 1978) or social (Hager, 2004 a; Sfard, 1998) placing the emphasis on the individual and situational respectively.

Conceived in the work of Ebbinghaus (1913), learning as acquisition is the most prevalent understanding. Commonly associated with formal learning it is argued to be the standard, and often superior, paradigm (Beckett and Hager, 2002; Hagar, 2004). This aligns with a modernist, rationalist perspective which views learning as an individual, internalised, cognitive process comprising a range of inputs and outputs (Fox, 1997). Eraut (1997: 552) describes it as "type A knowledge" which is articulated or acquired. Felstead et al. (2005; 362) proposes an association with terminology such as "thinking, memory, knowing, and problem solving." In HE Gibbons et al (1994) refers to this as "mode 1 knowledge" which is located within educational institutions. Recorded in manuals and textbooks, its dissemination is underpinned by theory consisting of "facts; schema; materials; frameworks; and concepts" (Felstead et al., 2005: 363). There is an emphasis on the process of thinking over action which makes it individually situated (Bjornavald, 2001). It is decontextualised, abstracted from practice where processes and concepts are transmittable. Knowledge is objectively considered in a scientific, theoretical, and systematic way and is generalisable across situations. Only once one has gained knowledge can it be shared and applied by the individual (Senker, 1993).

Here learning is a passive process of storage, and recall occurring within the individual's mind (Fox, 1997) as knowledge is transferred from teacher to learner through didactic interaction (Beckett and

Hager, 2002; Hager 2004a; 2004b). Success is the learner's ability to recall and reproduce this knowledge which Marton and Saljo (1976) describe as a surface approach. This is measured quantifiably, often through academic means which confirm acquisition and understanding. Billett (2002; 2014:2) proposes this is a "simplistic" and "incomplete" perspective which ignores the influence of situational contexts including the workplace on behaviour.

Whilst the UK has a long tradition of learning for occupational preparation through experiencing in practice in apprenticeship since the 1500s (Pranculyte, 2011; Lee, 2012), learning as participation is a more recent research perspective of the last 40 years. Emerging as a response to an increasing dissatisfaction with the standard paradigm it aligns with post modernism and the post-industrial rise of the knowledge economy. The premise is learning takes place through experiencing, which generates new knowledge, informing future action (Kolb, 2015). Learning is embodied (Jordan et al, 2018; Morris, 2020) and the notion of divide between formal and informal learning is artificial (Billett, 2000). It is concerned with the social and collaborative nature of work and the development of professional knowledge and skills for occupational practice (Billett, 2009; Lee, et al., 2004; Lohman, 2005; Marsik and Watkins, 2001). It occurs incidentally outside of an education setting (Colley et al., 2002; Stenstrom and Tynjälä, 2006) in situations not intended for learning. Wenger (1998) emphasises participation extends beyond engagement with planned work task and activities to a process of active engagement in the work community:

'not just to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities' (p. 4)

Often associated with informal learning Garrick (1998), Marsick and Watkins (2001), and Lave and Wenger (1991) argue it is the primary source of workplace knowledge and most effective and valuable type of knowing (Eraut and Hirsch, 2007; Park and Choi, 2016). Gibbons et al. (1994) describe it as mode 2 knowledge, operating within the context of its application. Mulder (2013) proposes its importance as a lifelong commitment to continuing professional development is necessary for workers to maintain competitive advantage within contemporary labour markets. Formal settings are considered safe environments, offering limited scope for real experiences of practice (Lave and Wenger, 1991; Brown and Duguid, 1993), and are ineffective for keeping up with rapidly changing work practices or fostering deep understanding of workplace knowledge (Froehlich et al., 2014; and Noe et al., 2013; Martin and Saljo, 1976) and skills (Jossberger et al., 2010; 2018).

The process of learning is social, activated through experiencing (Dewey, 1897; Burns, 2016) in workplace communities without a designated teacher or trainer. Learning develops spontaneously

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through novice and expert integration and engagement (Lave and Wenger, 1991) and relies on individual constructs such as intellectual curiosity, self-direction, and self-efficacy (Beckett and Hager, 2002). It moves understanding of learning beyond a process of inputs and outputs to a constructivist perspective where learning is a "continuous and active process of reconstructing the learner's perspective of the world" (Dewey, 1897:79; Chang, 2019) through the interpretation of prior knowledge (Kolb, 1984; 2015; Yaffe, 2010). Experiences, lead to reflection and observation which are abstracted and tested in future action (Collins et al. 2016; Keifer and Trumpp, 2012: 19). This is essential for deep understanding and critical thinking skills (James and Williams, 2017; Scogin et al., 2017) for advanced learning in adults (Mezirow, 1991) and students in HE (Jonassen et al., 1993).

2.1.3 Individual and situations

Within this, the individual or situational dependency of learning is a topic of debate. Billett (2016) and Valisner (2000) propose the individual is central to successful learning in an occupation where experiences determine what they know and can do. Dreyfus and Dreyfus (1986), Daley (1999), and Herling (2000) suggest this influences learning approach. Here, learning in education (Bereiter and Scardamalia, 1987) and work (Daley, 1998; Billett, 2009) is a progression from lower ordered cognitive processes such as memorising and recall, to higher ordered social processes such as critical analysis and reflection. The role of education and work is to enhance and extend knowledge (Billett, 2016).

Jarvis (2012) and Morris (2020) argue in experiential learning theory the focus on individual experiences neglects the importance of situations (i.e. Kolb, 1984). These are contextually rich, variable across time and place, and occurring through active engagement in unstructured and spontaneous experiences (Billett, 2009; Hodkinson and Hodkinson, 2004), relationships, and interactions with others (Billett, 2001; Enos et al., 2003; Zuboff, 1988; Koopmans et al., 2006) such as collaboration, discussion and sharing knowledge (Leslie et al., 1998; Lohman, 2005; Marsick and Watkins, 1990). Grimwood et al. (2018) and Larsen (2017) suggest this is particularly important for workplace learning where understanding knowledge is contextual, and conditional is an important distinction for developing these skills.

Research in the field of learning in apprenticeship focuses on situations and contexts, specifically the importance of the workplace for successful learning in occupation. Here full occupational participation is facilitated through workplace tasks and social support where learning is passed from "old timers" to novices (Lave and Wenger, 1991). Fuller and Unwin (2003) and Fuller et al.'s (2015) influential expansive restrictive continuum extends this situational lens into the more "complex" sphere of (p410) contemporary apprenticeship. They propose characteristics of work that enable or constrain

learning in apprenticeship. Individual heterogeneity continues to be disregarded, and experiencing is limited to the objective of learning in practice.

Figure 5: Expansive/ restrictive continuum

Source: Fuller et al. (2015:72)

2.1.4 Bridging the divide

Contemporary conceptions that learning takes place through everyday thinking and engagement in the social world (Keerthirathne, 2018; Hutchins, 2020) span cognitive, social, and anthropological perspectives (Anderson, 1993; Shuell, 1990; Van Lehn, 1989; Rogoff, 1990). Similarly, it is acknowledged learning through acquisition and participation span dimensions (Colley et al, 2003; Hodkinson et al. 2008), and are not exclusive to formal and informal domains (Doornbos et al., 2008; Park and Jacobs, 2011). This reflects the focus on vocational learning and its importance in the response to rapidly changing skills requirements for economic productivity. HEIs responsibility for work preparation leads to a growing importance of experiential learning in curriculum (Andrews and Russell, 2012; Smith and Preece, 2010) and a focus on continuing development at work.

Whilst acknowledged learning is "a relationship between the individual and social world" (Lave and Wenger, 1991; Tynjala, 2008:12) conceptualising their integration is challenging. Saljo (2003) argues viewing formal and informal learning as separate conceptions leads scholars to conclude they are irreconcilable. Alexander (2007) proposes overcoming these polarised perspectives of learning is impossible. Feldman (2016) and Wallin et al., (2019) suggest a lack of research limits understanding.

Billett (2002) argues against such a distinction and the inferred ad hock nature of informal learning. He asserts workplaces are highly structured environments where intention and goals are central to organisational performance. Le Maistre and Pare (2004) suggest a shift from theories, tools, and models of learning at university, to mediational means of activity in practice. Roberts et al (2019) argue this does not fully explain the complexities of bridging the gap across a variety of complex contexts (Muskers, 2011; Salifu et al, 2019).

Hodkinson et al. (2003 c; 2008) propose research challenges lie in the complexity of conceptualising the role of the individual when focusing on situations. They argue individual experiences become subsumed within the social context of learning (Billett, 2001; Hodkinson et al., 2004), constraining a holistic understanding of the relationship between mind and body, individual and social, required to integrate knowledge and practice. The fusion of work and education for learning in contemporary labour markets increasingly necessitates for separate conceptions of learning to converge for the benefit of economic productivity. Common dualisms that characterise learning must be overcome, and learning must be understood as both an individually and situated process (Hodkinson et al., 2008; Billett, 2001; 2016). Hodkinson et al. (2008) and Billett (2001) propose a move towards a cultural and relational theory of learning that seeks to understand the reciprocal relationship between individual and social:

It is necessary to offer an account of learning for work which acknowledges the independence of individuals acting within the interdependence of the social practice of work. (Billett, 2001, p. 22)

2.1.5 Summary of conceptualisations of learning

This section outlines traditional polarised conceptions of learning as acquisition and participation. It suggests these are not sufficient for understanding learning in contemporary apprenticeships and the fusion of education and work. An understanding of individuals, situations, and their interactions is required to achieve a holistic view of apprenticeship. In current literature a focus on situations subsumes the role of the individual leaving a gap in understanding that must be explored. The next section explores the literature that considers the role of the individual in learning in more detail.

2.2 THE ROLE OF THE INDIVIDUAL IN LEARNING

The role of the individual in learning encompasses experiences, expectations, identity, motivation and orientation. This section discusses their relationship with learning in HE, work, and apprenticeship.

2.2.1 Experiences of work and education

Experiences of education

Experiences of education and learning in HE.

Achievement in formal learning is a primary consideration for admission into the HE system in the UK. Here success is determined by final degree classification which is a first class or upper tier of a second-class honour's degree (Richardson and Woodley, 2003). The focus on this, alongside other quantifiable variables, as an indicator of future performance is a subject of interest for those concerned with learning in HE (McGivney, 1996; Dearing, 1997; Paterson, 1998). Research takes a statistical cross-sectional approach focusing on data researchers have accessed through their own institutions and the wider policy landscape.

The significance of attainment in HE for predicting future performance in learning is a subject of debate. Smith and Naylor (2001) suggest a strong link between performance and prior educational attainment. Chapman (1996) argues this is weaker and varied by context such as subject discipline, institution, or department. There is deliberation about the transferability of degree standards across subject disciplines at departmental and institutional level and across time in a landscape of increasing participation in HE. Bamber and Tett (2000) and Haggis (2004) suggest prior experiences of education influence attitudes towards engagement in mature learners. They propose a particular impact on adult learners in HE where low attainment is associated with negative prior experiences.

Experiences of education and learning at work

Despite increasing qualification requirements for entry into professional jobs (Trusty and Niles, 2004), research that considers academic attainment and job performance is limited. Swenson-Lepper (2005) propose an association between education and the promotion of positive work values. It is suggested highly qualified workers are more intrinsically motivated (Johnson and Elder, 2002; Rose, 2005) with an orientation towards learning and achievement (Brenner, 1982). Neisser et al. (1996) suggest individuals with higher educational attainment have greater fluid and crystallised intelligence linked to transferable skills for work. Dudley et al. (2006) report a link to conscientiousness in employees. Yorke (2006), Archer and Davison (2008), and Hughes et al. (2013) argue this is contrary to the message that businesses convey regarding the lack of work readiness among graduates (CBI, 2023).

Ariss and Timiss (1989) reject a relationship between work performance and education. Conversely, Kasika (2015) proposes an increase with level of study. Whilst education is a positive indicator of performance in most jobs, spanning organisational sectors, there are conflicting opinions regarding generalisability, such as with highly educated managers where educational attainment as an indicator of job performance is contested (Ng and Feldman, 2009). More research is required to explore this specifically across roles and sectors which may define job performance differently.

Abun et al. (2021) suggest a complex association between work performance and education. They conclude this through separate studies which link self-efficacy and work performance, and educational attainment and self-efficacy. They suggest self-efficacy mediates between education and work performance. Ng and Feldman (2007) argue the dominance of cross-sectional methods in the field means the temporality of the transition from education to work is unexplored. Furthermore, disparities in individual and supervisor perceptions of work performance and a reliance on individual self-reporting in studies are suggested limitations (Raemdonck et al., 2014).

Work integrated learning in HE.

An increase in work integrated learning in HE provides insight into the impact of the fusion of work and HE. Research suggests work experience placements in HE programmes lead to improved employability skills (Coll et al., 2009; Freudenberg et al., 2011) easing the difficult transition from university to work (Grebert et al., 2004) and improving graduate prospects (Jenson, 2009). Gamble et al. (2010) report a positive impact on academic performance. Bullock et al. (2009) and Wilton (2012) suggest mixed evidence is confused by inconsistencies across disciplines and a tendency for more proficient students to undertake these opportunities.

Experiences of work

Experiences of work and learning in HE

The role of age and its corelation with life experience, including work, on performance in HE is contended. Inferred links with experiences of life and work should be treated with caution. Previously older students have had a marginal role in HE (Bamber and Tett, 2000; Richardson and Woodley, 2003). Van den Berg and Hofman (2005) suggest they are disadvantaged and outperformed by their younger peers. Brune and Waller (2004) propose older students concerns about academic failure link to lower self-efficacy for academic study. Brennan (1986) and Bourner and Hamad (1987) argue age is not detrimental to performance. Kahu (2013) finds mature students have an advantage over younger, traditional entrants even when standard entry requirements are absent (Hoskins et al., 1997). McCune et al. (2010) suggest, prior experiences of work and alignment with subject matter are associated with

a richer understanding of how learning relates to practice (Diseth, 2007b; Edmunds and Richardson, 2009).

Hegarty (2011) and Kahu et al. (2013) propose collaboration; active learning; academic challenge; support; and work integrated learning facilitate satisfaction, and ongoing motivation for mature learners. Middleton (2013) suggests this helps build on prior experiences. Others, argue no significant link, (Papinczak et al., 2008; Tiwari et al., 2006). Richardson and Woodley (2003) and Erbs and Drysdale (2017) propose a complex relationship between age and academic attainment. They caution older learners, spanning different generational groups, are not homogeneous in successful outcomes. They recommend further research to explore diverse characteristics of mature learners.

Experiences of work and learning at work

Researchers report work experiences are central to successful learning in a range of occupations (Billett, 2009; 2002; 2016; Eraut, 2000; Salling-Olsen, 2001; Hodkinson and Hodkinson, 2004; Chan, 2016). Valisner (2000) proposes experiencing promotes the construal and construction of knowledge shaping future learning (Billett, 2009). Billett (2016) argues the diversity of individual experiences leads to person dependant outcomes in learning.

Research that takes a situational perspective (Hodkinson et al., 2004) focusses on the learning environment. Karasek and Theorell (1979) suggest challenging or complex work tasks, and the autonomy individuals have over their approach determine successful learning in practice. They propose access to development opportunities at work are enabled or constrained by such characteristics (Karasek and Theorell, 1990; de Jonge et al., 2003). Raemdonck et al. (2009) and Ouweneel et al. (2009) suggest learning occurs if employees feel challenged by experiencing complex tasks and problems. Dragoni et al. (2009) and van Dierendonck and Van der Gaast (2013) report this enhances managerial performance and mediates the integration of different components of work knowledge (Slotte and Tynjala, 2003; Tynjala 2008). Weilenga-Meijer et al. (2010) propose this ensures a divide between existing knowledge and individual competence in practice providing scope for learning.

Experiences and learning in apprenticeship.

Early apprenticeship literature focuses on the workplace as the primary site of learning where gaining knowledge and skills are integral to workplace culture (Lave and Wenger, 1991; Fuller and Unwin, 2003). Here, the inclusion of formal teaching and learning is unnecessary and a constraint to learning (Lave and Wenger, 1991; Guile and Young, 1999). Instead, the opportunities and support for learning work provides are key to occupational learning. A shared participative memory within the work

community (Lave and Wenger, 1991) supports the journey from legitimate peripheral participation (novice) to full participation (expert), reproducing extant practice through experiencing incremental task complexity and autonomy. Fuller and Unwin (2003) suggest in intermediate apprenticeship programmes this, combined with a shared purpose for learning and recognition of learner status are expansive features of learning. They highlight the importance of educational institutions as off the job learning communities which allow time away from work to reflect but give this little further consideration.

An assumed position of novice (Lave and Wenger, 1991; Fuller and Unwin, 2003), limits understanding of how experiences of work or education influence learning outcomes (Fuller et al., 2005). The increasing use of apprenticeships to develop adults in labour markets such as in the UK and Australia has brought into focus the role of individual characteristics such as age (Fuller et al. 2015; Leonard et al. 2018; Smith et al., 2023) and its relationship with experiences. Apprentices are increasingly arriving at learning with diverse experiences of work, life, and education which impacts the speed and pace of learning in the work community (Fuller et al. 2005). Smith et al. (2023) suggest this brings higher autonomy (Stephenson and Saxton, 2005; Lester and Costley, 2010) and confidence comparatively to younger less experienced apprentices (Hughes and Saieva, 2019) and greater commitment to integrating work and university. Conversely, there are concerns about academic failure (Hughes and Saieva, 2019) which Leonard et al. (2018) propose are barriers to engagement. Research suggests limited recent experiences of education among work-based learners (Haggis, 2004) and older apprentices (Smith et al., 2023) have an impact on self-confidence for learning in HE.

2.2.2 Approaches to learning

Researchers suggest learning approach has an impact on outcomes in HE (Marton and Saljo, 1976) and the workplace (Daley, 1998; Billett, 2001).

Approach to learning in HE

Entwistle and Ramsden (1983) categorise students approaches to learning in HE as surface or deep. Linked to this is the idea that learning can be approached in a directed or self-directed way. Surface learners focus on reproducing knowledge, deep learners seek to understand and to transfer knowledge to new contexts. Roman et al. (2008) suggest deep learning contributes to student academic attainment. Entwistle and Ramsden (1983) propose students using surface strategies have lower attainment and difficulty applying their knowledge. Lizzio et al. (2010) argue the opposite. Dinsmore and Alexander (2012) note the impact of deep and surface approaches on outcomes often present contradictory findings. Asikainen et al. (2014) suggest establishing factors that influence

learning is complex and differences in definition, measurement, and learning contexts lead to mixed findings (Beaten et al, 2008).

The context or person dependency of learning approach is a topic of debate (Baeten et al., 2008). Eseryel et al. (2014) and Zimmerman and Schunk (2008) assert interest; autonomy; competence; relatability; and self-efficacy influence how individual's approach learning at university. Kolb and Kolb (2013) suggest individuals are predisposed to learning approaches (Biggs and Teffler, 1987) which are determined at the point of entry (Fox et al., 2001; McParland et al., 2004). Gibjels et al. (2008) assert a link between the strength of entry approach and adaptability to learning environments. Wilson and Fowler (2005) report surface learners are more likely to adapt and deepen their approach in student-centred learning environments. Nijhuis et al. (2008) suggest adaptability varies by individual. Campbell et al. (2001) argue deep learners recognise the learning potential of student-centred teaching than those who take a surface approach.

Mayer (2004) argues the university learning environment influences learning approaches and outcomes (Entwistle and Ramsden, 1983). Kirchner et al. (2006) and Mayer (2004) propose teaching in HE is either student centred where teacher is facilitator and learning is active, reflective, and students are central to the learning process (Dochy et al, 2002), or teacher centred (Entwistle and Ramsden, 1983) comprising didactic teaching, a focus on passive delivery and knowledge transmission (Prince, 2004). Tiwari et al. (2006) and Waters and Johnston (2004) suggest student centred curriculum encourages deep learning, student engagement, and self-direction (Dolmans et al., 2016) necessary for integrating knowledge and practice (Merrill, 2012; Van Merrienboer and Kirschner, 2013). Leung et al. (2008) proposes teacher centred delivery encourages a surface approach to learning even in deep learners. Diseth et al. (2010) and Richardson et al. (2007) link student perceptions of supportive and encouraging teaching to deep learning. Lawless and Richardson (2002) and Nijhuis et al. (2005) propose a negative association with surface approaches.

Baeten et al. (2008) and Gijbels et al. (2009) argue student centred learning encourages surface learning. Herington and Weaver (2008) and McPartland et al. (2014) report minimal change in approach. Byrne et al. (2004) and Gijbels et al. (2005) suggest measuring deep and surface learning is complex and may not be evident through quantitative assessment or cross-sectional study (Balasooriya et al., 2009).

Lizzio et al. (2010) suggest the success of deep, or surface approaches are task and subject discipline dependent. Cope and Stahaer (2005) and Al Kadri et al. (2009) propose students adapt their approach to assessment requirements. Here, problem-based tasks embedded across curriculum (Dolmans et al. 2016), reflective writing, and portfolio assessments encourage deep learning and critical thinking

(Segers et al., 2008). Gulikers et al. (2008) and Segers et al. (2008) link perceptions of relevance to professional practice with deep learning.

Ramsden and Entwistle (1981) and Gow et al., (1994) propose university workload influences learning approach. Excessive, or inappropriate workloads are associated with a surface approach to learning (Diseth, 2007a; 2007b; Kember, 2004). Similarly, Cope and Staeher (2005); suggest a negative association with a deep approach where perceived high workloads increase extrinsic motivation (Lithanen et al., 2014) and shortcuts and approaches that may not achieve the most desirable result (Svirko and Mellanby, 2008).

It is suggested mode of delivery influences engagement and approach. Thurmond and Wambach (2004) argue on-line learning increases collaboration. Robinson and Hullinger (2008) propose asynchronous learning enhance reflection. Garcia-Verdrenne et al. (2020) argue on-line modes of delivery limit peer to peer interaction and learning. Restauri et al. (2006) propose technology can constrain learning and engagement for staff and learners and create dissatisfaction and negative impressions (Pollock and Wilson, 2002).

Approach to learning at work

A self-directed approach to learning at work where employees take responsibility for their learning goals, is positively linked to job performance; agility; confidence; resilience; and improved performance over time comparatively to those who are not self-directed learners at work (Artis and Harris, 2007). It is argued not all employees know how to learn in a self-directed way. Studies encompassing a range of professions propose a link between work experience and approach to learning at work (Dreyfus, 2005). Here, experiences dictate approach and its effectiveness for learning (Littlejohn and Margaryan,2015; Hodkinson et al., 2004). Daley (1999) and Billett, (2009) propose learning an occupation as novice requires acquisition of procedural knowledge before learning from work situations can commence. This leads to rule-oriented behaviour and a requirement for direction (Klahr and Nigam, 2004; Mayer, 2004) akin to surface learning. Felstead et al. (2005) argue the value of acquired knowledge for learning depreciates as experience grows. A deeper understanding of practice is sought, and learners are motivated towards continuous learning and improvement (Adam et al., 2017). This requires a shift to a participatory approach (Billett, 2009; Littlejohn and Marganyan, 2015) where self-direction; goal setting; self-reflection (Eraut, 2004; Tynjala, 2008); and a metacognition of the process of gaining tacit knowledge used to decontextualise their experiences is required to tackle increasingly complex problems (Daley, 1999).

Much of the research takes a situational perspective (Hodkinson et al., 2004) focussing on the learning environment which determines if learning is approached through participation or acquisition (Felstead et al. 2005). Karasek and Theorell, (1990); Kirby et al. (2003); Taris and Kompier (2005); and Breaugh (1999) argue approaches to learning at work are task or job dependant. Here, roles or tasks determine approach, and a supportive and challenging environment combined with task autonomy is key to deep learning. Doornbos et al. (2008) and Kwakman (2003) argue against a link between autonomy and active learning. Warr (2007) argues excessive learner control leads to insecurity. Brown and Duguid (1993) argue individuals learn complex work practices with minimal instruction if the environment is supportive. Boud and Rooney (2015) suggest high workloads and task focussed work environments impede workplace learning, encourage surface approaches, and restrict time for reflection (Nevalainen et al., 2018). Johnson and Hall (1988) and Bavik et al. (2020) propose social support is key for providing guidance and feedback which mitigates negative effects of high job demands and low control. Wang et al. (2020) emphasises the importance of social support for work performance and well-being of remote workers. They suggest remote working restricts collaboration and social interaction required to learn through participation (Chang et al., 2014; Camacho et al., 2013). Golden and Veiga (2005), Golden et al. (2006), and Perry et al. (2018) propose this is variable by job role.

Approach to learning in apprenticeship

In apprenticeship there is a focus on learning through participation within the workplace community. Contemporary perspectives propose participation extends beyond tightly bounded work tasks and roles. Here, access to alternative internal and external communities of practice including education are important for reflection and facilitating deep learning (Fuller and Unwin, 2003). Fuller and Unwin (2003) and Billett (2016) recommend enhancing the work environment to achieve learning objectives.

Although the expansive-restrictive continuum does not extend to degree apprenticeship, research in the field of HE, WBL, and apprenticeship suggests complex live work tasks and problems and the autonomy to apply learning to practice provides first-hand experience of impact, promoting deep learning and reflection (Lester and Costley, 2010; Lester, 2020). Quew-Jones and Rowe (2022) suggest social support from mentors in the workplace is key for accessing learning opportunities and reflecting on impact.

The role of university in HE WBL programmes and degree apprenticeship is of emerging research interest. Lester and Costley, (2010), Siebert and Costley (2011) and Billet (2015 a) suggest the role of teacher must shift from instructor to facilitator of workplace knowledge to activate the process of experiencing. Poole et al. (2023) proposes combined university, and job demands contribute to

difficulties protecting off the job learning time. Research does not yet extend to understanding the impact of learning approach on outcomes.

2.2.3   Expectations and identity

Expectations are formed through experiences. They are beliefs or assumptions about behaviour and achievement that contribute to identity formation influencing values, motivation, and behaviour (Bandura, 1982; Davis, 2014; Eccles, 2009). Identity is a part of the self highly valued by the individual (Marcia et al., 2002).

Expectations and identity in HE

Gorgodze et al (2020) suggest understanding student expectations is vital for HEIs in an increasingly competitive marketplace where attraction and retention are crucial for financial stability. Student expectations are associated with satisfaction; performance; attendance; and attrition. Many factors contribute to their formation such as prior experiences; interest in subject matter; perception of the university; and self-perception (Campbell and Li, 2008; Khawaja and Dempsey, 2008; Brinkworth et al, 2009; Crisp et al., 2009; Libbey, 2004).

Nicholson et al. (2013) link HE attainment to expectations for self-directed learning (Fenao and Almeida,2021). Students must expect to self-monitor their learning and engage in modifying their motivation and goals. Lowe and Cook (2003), Yorke (2002), and Charlton et al. (2006) link expectations for teacher directed learning to student withdrawal. Kalchikev (2001) and Gogus, (2012) propose peer to peer learning fosters expectations for self-directed learning where knowledge and skills such as critical thinking; learning autonomy; motivation; communication; self-assessment of learning gap; evaluation of self and others; reflection; information management; critical appraisal (Silen, 2008; Stigmar, 2016); and meta cognitive processes where there is an awareness of impact of approach on process (Boekaerts, 1997) develop through active helping and support among peers. Hattie (2009) proposes this deepens understanding and hones the necessary skills for study at a higher level. Nicholson et al. (2013) recommend universities take steps to ensure expectations at an early stage, to assure successful learning and mitigate against consequences of unmet expectations which include decreased motivation, performance and attendance; increased anxiety; nervousness, disappointment; and increased attrition (Bordia et al., 2011a, 2011b; Rousseau, 1990; 1995). A resulting lack of motivation for learning and poor self-regulation negatively affects integration into the learning community (Briggs et al., 2012).

Nicholson et al. (2013) propose confidence in assuming the required behaviours for learning in HE is an important predictor of academic attainment. They assert an intersection of self-efficacy and

realistic expectations of learning leads to academic behaviour confidence, increased effort towards learning activities (Marsh, 2007; Pret Sala and Redford, 2010; Lane et al., 2004; Schunk and Pajares, 2005), and deep learning (Thomas and Gadbois, 2007) which corresponds with better outcomes (Guay et al., 2003; Marsh and Craven, 2006).

Davis (2014) links expectations of being an HE student, to student identities, influencing motivations and approaches (Cantwell, 2008). Burke and Stets (2005) propose HE student identities are person dependant. Jennings (1995) suggests past experiences of education lead to a sense of identity and integration on entry which is positively linked to motivation and participation. Haggis (2004) proposes identity in adult learners in HE is complex and prior experiences of education can positively or negatively influence attitudes and motivations towards learning. Finn (1993) and Krause (2007) suggest student identification with the learning community has a reciprocal impact on participation. Lambourn (1992) argues students can complete their work and learn without such emotional engagement. Kahu (2013) suggests this is an under explored area of research.

Mann (2001) proposes contextual factors such as academic culture, lead to disconnection between students and HE. Thomas (2002) suggests this favours dominant social groups contributing to attrition of non-traditional students who experience "culture shock" on enrolment (Christie et al., 2008; Griffiths et al., 2005). Kuh (2009) propose mature learner's weaker sense of belonging to the university community contributes to low self-efficacy affecting engagement, and persistence. Mainstream research seeks to generalise and does not consider individual differences within these groups.

Expectations and identity and learning at work.

In the workplace, Felstead et al. (2005) and Pillay et al. (2003) suggest expectations are key to employee engagement with learning activities. These are mostly characterised by assumptions learning is formal and associated with deliberate activities such as skills acquisition or observing practice. Pillay et al. (2003:96) report if workers do not conceive learning as part of work, their work practice may not include learning. They suggest perceptions of learning at work as a continuous lifelong process of development that promotes engagement in critical and creative thinking, reflective practice, and a high interest and engagement in tasks are in the minority among workers. This finding is attributed to their young research sample. Boud and Solomon (2003) and Felstead (2010) report a disconnect between discourses in learning which they suggest makes understanding expectations and the significance of work in learning a subject to contradiction (Boud and Soloman, 2003).

Colquitt et al. (2000), Raemdonck et al. (2014), Park and Choi (2016); and Doornbos et al. (2008) suggest expectations of the value of learning at work influence outcomes. Park and Choi (2016) report

high value expectations are indicative of engagement and motivation to learn at work. Maurer and Tarulli (1999) recommend employers seek to understand these expectations to assure learning engagement and positive performance outcomes (Park and Choi, 2016).

A key expectation in learning at work is of performance ability or self-efficacy (Bandura, 1982; Tims et al., 2014). Stajkovic and Luthans (1998) and Alessandri et al. (2015) propose task self-efficacy and performance are strongly related. A belief in performance ability leads to a greater direction of effort in tasks and a positive impact on completion. Bandura (1982) and Choudhury (2002) suggest self-efficacy is not a fixed state and develops through engaging with tasks, and social interactions such as receiving feedback. Integrating work tasks into HE learning programmes is associated with increased self-efficacy (Coll et al., 2001; Tucker and McCarthy, 2001).

Wenger (1998) proposes learning to become in occupation is a relationship between expectation and identity. The objective is to construct a professional identity within the community of practice. He argues experiences and expectations are central to this process where expectations align with the practices of the workplace through participation. This leads to career imagining about what it might be like and involve, culminating in an established apprenticeship trajectory (Higgins et al. 2010). The contemporary view position's identity at work as person and context dependant acknowledging identity, varies by situational context as individuals respond and adapt (Wenger, 1998; Chan, 2013; Ibarra and Barbelescu, 2010; Levett-Jones et al. Fenwick (2002) and Billett (2004) suggest the study of learning through work must extend to understanding the individual identity arising through relationships with social structure. Hodkinson et al. (2004) propose identities influence learning motivation and engagement.

Lips-Wiersman and Morris (2009) propose belonging is important for fostering personal fulfilment and contribution to organisational development. Key to identity construction is engagement with the work practices of the trade (Lave and Wenger, 1991; Wenger, 1998; Hodkinson et al., 2008) through induction, learning and development (Chan, 2013), and alignment of personal and professional values with organisational objectives and world view (Wrzesniewski et al., 2013; Felliettez, 2010). Here, social support is important for recognising accomplishments and providing feedback (Levett-Jones et al., 2009; Thau et al., 2007).

Nicholson and Carroll (2013) suggest most research focuses on identity construction at work (i.e. Wenger, 1998) and the impact of established worker identities on learning requires further research. Ibarra et al. (2010) and Nicholson and Carroll (2013) propose professional identities require "unwrapping" where perceptions of expertise and knowledge are deconstructed to enable ongoing

learning. They suggest this is essential for manager's engagement in critical reflection and deep learning required for continuous personal and organisational improvement.

Expectations and identity in apprenticeship

In apprenticeship unmet expectations are associated with poor completion rates in VET systems in the UK and internationally (Snell and Hart, 2008; Culley and Curtain, 2002; DfE, 2022). Survey data attributes a misalignment between expectations and the reality of learning in apprenticeship to the problem of high attrition among business apprentices at a higher level (DfE, 2022). The limitations of survey tools mean limit a detailed understanding of their cause. Chan's (2013) longitudinal qualitative research in trade-based apprenticeships suggests realistic expectations or "occupational imagining" (Wenger, 1998: 175) leads to successful learning in apprenticeship. A prior affinity with a trade or occupation supports realistic expectation formation, leading to an identity encompassing behaviours and motivations for occupational learning and successful apprenticeship (Chan, 2013). She coins this process proximal participation which plays a supporting role in the process of belonging through family connections (Loughlin and Barling, 2001), part time work, or work experience programmes in education (Smith and Green, 2001; Taylor and Watt-Malcolm, 2007). Here identity is derived from personal interests, experiences or affinity with occupation (Herig et al., 1995) which are a primer for legitimate peripheral participation (Lave and Wenger, 1991).

In apprenticeship research, a focus on learner as novice conceptualises apprenticeship as a ubiquitous process of professional identity construction and does not consider how prior participation in occupational practice influences expectations and (Lave and Wenger, 1991; Fuller and Unwin, 2003), and their impact on learning and identity (Fuller and Unwin, 2005). This leads to a focus on situations. Here workplace learning opportunities and support guide identity construction through learning trajectories, sharing practice, and recognition of apprentice's learner status (Lave and Wenger, 1991; Fuller and Unwin, 2003). Fuller et al. (2015) and Leonard (2018) propose understanding individual differences is of increased importance as the VET landscape widens to encompass adult apprentices. They suggest societal assumptions within the workplace community about the temporal nature of engagement in career development and education limits the social support and recognition adult apprentices receive where often systems and processes do not account for the extended use of the VET system. They argue organisational value of continual learning and development determines expansive or restrictive apprenticeship for older, experienced employees by enabling or restricting their sense of belonging to the work learning community.

In degree apprenticeship the increasing participation of an older demographic leads to a growing interest in expectations and identity. Smith et al. (2023) report differences from their younger peers

who are associated with expectations of skills development and an apprentice identity. Their older peers had expectations of continuing development and identified as professionals. The study does not link these expectations to learning outcomes. Hughes and Saieva (2019) suggest management degree apprentice's extant professional identities are challenged as elevated expectations for performance are tempered by the realities of working and studying. Boud and Solomon (2003, p326) argue in HE WBL programmes a learner identity may not be compatible with being a competent worker. Established identities based on work roles may conflict with roles as student and learner, leading to an uncomfortable admission of a lack of knowledge at work (Askham, 2008). This leads to "existential anxiety" (Elliott, 1999, p 24; Barnett, 1999) where learning opportunities are threatening, constrained engagement and reflective practice (Billett, 2009; Schon, 1998). Brown suggests expansive learning requires employer support for both constructing and deconstructing learner identity at work. Shedlitzski (2019) proposes established managers must deconstruct their identities to achieve deep learning and critical reflection. She argues the requirement for reflecting on and recording development in portfolios are ideal for supporting such processes. She offers no empirical evidence for this. Mulkeen et al. (2017) and Hughes and Saieva (2019) suggest apprentices belonging to the HE community is affected by the distribution of learning towards work, which puts pressure on university learning. Further examination of the process of identity construction and reconstruction in higher management and leadership apprenticeship and its association with deep learning and critical reflection is required.

2.2.4   Motivation and goal orientation

Expectations, identity, and motivations are intertwined. Expectations inform identity which influences motivation, goals and behaviours. Motivation in learning is driven by expectations of achievement and influences how tasks and challenges are approached (Eccles, 2009). Meyer and Muller (2006) and Moos and Bonde (2016) propose learning approaches and intrinsic and extrinsic motivation are part of the same construct. Ryan and Deci (2000) suggest motivation is a continuum of amotivation, extrinsic motivation where there is desire for external reward, or intrinsic motivation where there is an internal inclination for learning. It is suggested motivations and orientations are key for self-regulation in learning (Deci et al., 1991; Ryan and Deci, 2000; Schunk and Zimmerman, 2008; Zimmerman, 2002) which is important for successful learning in HE and work (Chen and Jang, 2010; Joo et al., 2015; Moos and Bonde, 2016).

The question of whether motivations and goal orientations are fixed (Schunk, 2008), or situation dependant is a subject of debate (DeShon and Gillespie, 2005). Svinicki and Vogler (2012) propose motivation is person dependant and what motivates one person may not apply to another. Suggested

Individual characteristics are self-efficacy; value perceptions of task (Klein and Zeigert, 2004; Billett, 2016; Pressley, 2003; Linnenbrink and Pintrich, 2003; Lee et al*.,* 2020); expected challenge (Eccles and Wigfield, 2002; Wigfield et al., 2009; Engelschalk et al., 2016); goal orientations (Elliott and Hulleman, 2017); and task enjoyment and interest (Furlong et al., 2003). Moos and Bonde (2016) suggest a link with learning activities. Vandewall et al. (2018) and Zimmerman et al. (2017) propose both perspectives.

Motivation and goal orientation in HE

Most research investigates the relationship between motivation and goal orientation and learning in education (Vandewalle et al., 2018) including HE. Early research is experimental and may not provide an accurate account of how the individual responds in the lived in world. Carini et al (2006), Kahu (2013), and Ryan and Deci (2000) propose motivation fosters interest, enthusiasm, and engagement which leads to better HE outcomes. Skinner et al. (2008) suggest the opposite for amotivation which leads to disengagement, poor learning outcomes, and lower HE retention and completion rates (Sanders et al., 2016).

Cook and Artino-Junior (2016) link student learning behaviours to intrinsic and extrinsic motivations which explain the goal orientation towards undertaking a learning activity or task (Elliot, 2005; Elliot and Hulleman, 2017). Early conceptualisations of goal orientation propose either a learning or performance orientation (Dweck, 1986). Elliot (1999); Harackiewicz et al. (1998); Van Yperen and Janssen (2002); and Lee et al. (2003) suggest learning goals arise from intrinsic motivation and encourage participation and effort, fostering high satisfaction and learning enjoyment. Failure is a learning opportunity, and students have perceived autonomy over their learning (Dweck and Leggett, 1988). Harakiewicz et al. (1998) suggest a link to deep learning strategies; a high need for achievement (Elliott and Church, 1997); heightened interest in tasks (Hakackiewicz et al., 2002); autonomous motivation (Deci and Ryan, 2000); motivation to study (Wilson, 2009); mastery approach goals (Cano and Berben, 2009); and resilience to negative feedback (Dahling and Ruppel, 2016). Conversely, performance orientation is associated with extrinsic motivation; surface learning approaches (Entwistle et al, 2002; Harris, 2004); controlled motivation (Deci and Ryan, 2009); competition; achievement; perception that successful outcomes are externally controlled; feeling pressurised (Baeten et al, 2009); fear of failure (Entwistle and Tait, 1993); and performance avoidance goals (Cano and Berben,2007). Elliot (1999) argues both orientations lead to successful learning on the proviso motivation is to achieve and engage rather than avoid. Elliot (2005) suggests self-efficacy moderates the relationship between goal orientation and performance. High competency perceptions

correspond to learning orientated behaviour whilst self-doubt is linked to maladaptive behaviours (Vandewalle et al. 2001; Linnenbrink-Garcia et al. 2008).

An increase in older adults engaging with education (Danner et al., 1993; Pearce, 1991) leads to a growing interest in their motivations (Yi-Yin, 2011). Adult learners are external to compulsory education system (Gorges and Kandler, 2011) where motivation is a necessary pre-requisite for learning (Mulenga and Liang, 2008; Pintrich and Schunck, 2002). Varying definitions makes conceptualising their motivations challenging. Most studies report intrinsic motivation comparatively to younger learners (Knowles et al., 2005). Haggis (2004) proposes motivation in adult learners is complex, extending beyond extrinsic or intrinsic definitions to cognitive interest; a desire to learn (Jones, 2000; Mulenga Liang, 2008; Villar et al., 2010); ongoing personal growth (Pourchot, 1999); improved self-esteem; reduced adverse effects of aging (Little,1995); social contact (Kim and Merriam, 2004); and a sense of well-being. Gram and Donaldson (1996) propose engagement with HE is a stimulus for changing attitudes and values.

Elliott (2005) argues complex tasks are a mitigating factor between goal orientation and achievement. Biggs and Tang (2007) and Gijbels et al. (2014) argue student approaches to learning are an intersection of learning environment with individual expectations and experiences of the subject matter. Baeten et al. (2010) argue little is understood about their interactions.

Motivations and goal orientation at work

Colquitt et al. (2000) and Raemdonck et al. (2014) report employee outcomes depend on attitudes towards learning at work. Ahearne et al. (2010) suggest workers may have a preferred orientation but may adapt to different situations. de Lange et al. (2010) proposes a shift in motivation and orientation as intentions and purpose for learning evolve through career and life stages. Brett and VandeWalle (1999), VandeWalle and Cummings (1997), and Dragoni et al. (2009) suggest learning orientation is associated with metacognition and self-regulated learning at work such as seeking out complex tasks, soliciting feedback from others, and engaging in reflective practice. Brett and Atwater (2001) found an association with workers ability to reflect on negative feedback over time. van Dierendonck and van der Gaast (2013) argue a learning orientation is beneficial in work situations due to its focus on continuous learning and improvement which helps to tackle workplace challenges (Jansen and van Yperen, 2004). It promotes personal responsibility for knowledge and skills development and an increased engagement in learning (Raemdonck et al., 2014). The complexity of work tasks and the autonomy to complete them promotes intrinsic motivation and learning orientation. Dragoni et al. (2009) propose an association between goal orientation and managers access to learning activities at

work. They suggest learning orientation, access to complex work assignments and positive learning outcomes are linked.

Research into the impact of motivation and goal orientation on the fusion of formal and informal learning is limited. Blume et al. (2010) explores the relationship between goal orientation and the use of knowledge gained off the job in practice. They conclude a positive relationship with learning orientation, and negative association with a performance avoid orientation. Here the use of controlled conditions restricts generalisability to the work context. A small number of studies within the field (Tzner et al., 2007; Dierdorff and Kemp-Ellington, 2010) align with their findings.

Quantitative and cross-sectional methods dominate this research which limits understanding of how motivations and goal orientations change over time and circumstance (Dierdorff and Kemp-Ellington, 2012; Heckhuasen et al., 2013). Qualitative and longitudinal perspectives are recommended to deepen understanding of the relationship between learning motivation and goal orientation (Vandewalle et al. 2018). A reliance on participant self-reporting of outcomes is a suggested limitation (Raemdonck et al. 2014).

Motivation and goal orientation in apprenticeship

The role of motivation in learning in apprenticeship is an emerging topic of interest. A focus on situational factors in shaping these characteristics restricts understanding of their impact (Fuller and Unwin, 2003). Engeli and Turner (2019), Leonard et al. (2018), Fuller et al. (2015) and Lester (2020) suggest the prospect of gaining a degree without the associated debt is a significant extrinsic motivator for apprentices. Others propose motivations are more refined and include securing high paid work (Smith et al., 2018); aligning work with interests (Malette et al., 2022); career change or progression; and employer supported learning (Fuller et al., 2015). Smith et al. (2023) report age and prior experiences provoke differences in motivation and goal orientation. Here, younger learners are extrinsically motivated by gaining work experience and skills for personal, professional, and organisational development. Older peers are motivated by the impact of knowledge on practice (Hughes and Saieva, 2019) and are learning orientated (Smith et al., 2023). Whilst this provides an emerging picture of the motivations and orientations of degree apprentices findings do not extend to their impact on learning and outcomes.

2.2.5 Summary of the role of the individual in learning

This section has reviewed the literature that considers the role of the individual in successful learning in HE, work, and apprenticeship. These are explored within the separate domains of education and work. A longstanding tradition of apprenticeships as a means of learning in occupation (Billett, 2016)

provides a framework for understanding expansive – restrictive organisational features (Fuller and Unwin, 2003) but limits understanding of how individual differences impact on successful outcomes. An increasing interest in the role of the individual in learning in apprenticeship arises through an expansion of VET to older learners identifies diverse characteristics. Experiences of work and education; a deep learning approach; expectations for self-directed and ongoing learning; learner identity; intrinsic motivation; and a learning goal orientation are key to learning in HE and work settings. Further exploration is necessary to understand their role in reconciling work and university and performance in apprenticeship.

2.3   STAKEHOLDER INTERACTIONS

The previous section outlines research that investigates the bipartite relationship between the individual and work or HE separately. To understand learning in contemporary apprenticeship it is necessary to understand the underpinning tripartite dynamic. An emerging interest in stakeholder interactions arises through the incorporation of educational programmes, and associated formalisation of tripartite commitment in the UK VET system as a conduit to successful outcomes (BIS, 2016).

2.3.1 Employer and provider partnership

The exploration of stakeholder engagement and interaction within the triadic system in WBL programmes and apprenticeship mainly focuses on employer and provider collaboration (Gustavs and Clegg, 2005; Lester and Costley, 2010; Reeve and Gallagher, 2005; Rowe et al., 2016; Rowe et al., 2017; Lester, 2016; 2020; Lillis and Bravenboer, 2020; Hughes and Saieva, 2019). Lillis and Bravenboer (2020) suggest successful apprenticeship programmes are characterised by codesign and collaboration. Here, a reciprocal understanding of work and formal curriculum facilitates the application of knowledge to practice and ensures practice experiences inform knowledge (Messmann and Mulder, 2015; Lester, 2020). Lester (2020) suggests this is important for assuring learning through contextual relevance and appropriate timing. Slotte and Tynjala (2003) recommend theoretical knowledge is linked to authentic and practical work situations which clarifies what still needs to be learned. Smith and Betts (2000) propose this is a defining feature of HE WBL programmes. Whilst these partnerships are crucial, they are difficult to achieve (Hawkins and Winter, 1997: p. 26). Reeve and Gallacher (2005) warn they may constrain the development of work-based programmes, especially if mutual commitment is absent. Costley (2015) and Lester and Costley (2010) report knowledge transformation and integration is achieved when university maintains its critical perspective and the workplace offers a temporal and real-world view. Boud et al. (2001) propose important considerations for HEIs embarking on WBL

partnerships are fit with learning and development strategy; resources and support structures; senior management support; and the suitability of work tasks.

Messmann and Mulder's (2015) research in the German dual apprenticeship system begins to conceptualise this collaboration and its relationship with successful learning. They propose aligning work activities with school promotes knowledge application and understanding of how workplace practice links to theoretical concepts (Bramsford and Schwartz, 1990; Schank, 1999). Here, the simulation of work tasks at school improves apprentices work capability (Kolodner, 1997; Schank. 1999); promotes self-efficacy; increases engagement with challenging tasks; and encourages reflection with others. Their cross-sectional study finds no evidence to support the opposite hypothesis for work to school alignment. Fuller and Unwin's (2003) research in the UKs Modern Apprenticeship system argues for the usefulness of formal curriculum for extending learning beyond the workplace community of practice. They suggest this is an expansive feature of learning which exposes apprentices to alternative knowledge.

2.3.2 Tripartite engagement

Gustavs and Clegg (2005) report that whilst all stakeholders benefit in principle in tripartite WBL systems they have different objectives; universities seek to acquire new cultural and economic capital to establish themselves in WBL marketplace, proving they are of the real world; employers seek to harness the tacit knowledge of their employees for the purpose of social and economic progress (Drucker, 1992: OECD, 1996; Stewart 1997); learners are seeking accreditation of their lived in experiences. Smith and Betts (2000) suggest tripartite dynamics must be characterised by collaborative self-interest and transparency to ensure mutual benefit. Seibert and Costley (2010); Garrick and Clegg (2001); Jeffrey and McCrea (2004) and Morley (2007) suggest differences in stakeholder intentions are a particular problem in HE WBL programmes where critical reflection and discussion is constrained if the purpose for learning does not extend to organisational as well as individual development. Quew-Jones and Rowe (2022) propose employer incentives to collaborate at strategic level such as the development of organisational capability and talent, may not permeate to operational tripartite relationships which requires empirical examination (UKK, 2019; Bowman, 2022; Siriwardena et al., 2019).

Hughes and Saieva (2019) assert operational tripartite review meetings provide opportunities for providers and employers to discuss progress and achievement. Sense (2016) suggests connections between students, their colleagues, and academics promotes social learning which assists formal and informal learning and the development of individuals. Minton and Lowe (2019) propose to fully support the integration of work and university through critical reflection they must reveal evidence of

knowledge application in practice. Here, the relationship evolves from provider led, to employer supported and task oriented, to apprentice led. They suggest a clear understanding of each component in the tripartite relationship and an awareness of best practice is required. Their argument for the effectiveness of such operational collaboration is not proven through empirical research (Minton and Lowe, 2019; Quew-Jones and Rowe, 2022). Gustavs and Clegg (2005) report a challenging dynamic where learners negotiate reluctant work supervisors and coaches juxtaposed with limited contextual awareness of university staff. Learners must manage the intersection of these worlds and navigate the gap between formal and informal curriculum themselves (Keichel, 1991; Kinlaw, 1989; Reich, 1987). Stephenson et al. (2006:26) encapsulates the tripartite dynamic as "learners perceiving themselves as the principal agent of control of a programme situated within critical and demanding academic and professional contexts."

There is a particular research focus on the role of the employer mentor within the tripartite dynamic which is explored from an employer mentor (Quew-Jones and Rowe, 2019) and provider mentor viewpoint (Minton and Lowe, 2019). Gustavs and Clegg (2005) propose work-based learners primary support at work is usually the line manager. Fuller and Unwin (2003) suggest expansive learning incorporates social support provided through a named colleague designated throughout the learning process. Roberts et al. (2019) argue in some cases more than one person is involved. Quew-Jones and Rowe (2022) propose more flexibility as learning progresses. Minton and Lowe (2019) stress the importance of the line manager understanding the requirements of the programme. Quew-Jones and Rowe (2022) and Hughes and Saieva (2019) suggest ambiguity and confusion over the role and responsibility of the workplace mentor within the tripartite relationship. Brennan and Wildflower (2014) propose line manager mentors occupy multiple roles and manage dual professional relationships. Roberts et al (2019) assert the adaptation of task-oriented manager to coach and mentor creates complexities. Gustavs and Clegg (2005) suggest the role is not congruent with the identity or interests of managers or wider organisational objectives. McKnight et al. (2019) argue varied motivations among work mentors make for diverse tripartite relationships across and within organisations, resulting in inconsistencies. Often learning is associated with action rather than reflection resulting in task-oriented apprentice and employer meetings. Tangaard (2005) suggests sometimes workplace mentors are not equipped to support key activities such as reflective practice and critical thinking. Organisational learning presents a challenge for managers as they balance apprentice autonomy and learning whilst maintaining control. This disempowers employees and undermines opportunities for learning. Quew-Jones and Rowe (2022) suggest this may be a particular challenge due to the lack of professional managers in the UK (CMI, 2021) highlighting a need for greater employer/ provider collaboration and employer mentor training (Roberts et al., 2019).

Quew-Jones and Rowe (2022) and Billett (2016) propose organisational, and staff changes can destabilise the employer's role in the tripartite dynamic. Limited guidance over accountability for training and development means the employer mentor role is beset with uncertainty from the outset. Quew-Jones and Rowe (2022) report time constraints and limited support for employer mentors leads to over reliance on apprentice autonomy and resilience especially when resources, training and commitment are limited. They propose diverse experiences lead to inconsistencies in employer mentor perceptions of learning, and varied motivations (McKnight et al.,2019). This results in diverse tripartite relationships across and within organisations, and inconsistencies in the application of knowledge to real work tasks and situations.

2.3.3 Summary of stakeholder interactions

This section demonstrates stakeholder engagement and tripartite dynamics are growing areas of research interest in WBL and apprenticeships. They are primarily understood through the relationship between university and employer where curriculum alignment is instrumental in successful outcomes. This extends Fuller and Unwin's (2003) expansive restrictive continuum to propose key characteristics of structural collaboration for successful degree apprenticeship which include a collaborative employer provider partnership, encompassing a shared understanding of purpose, roles and responsibilities and an evolving apprentice led tripartite dynamic. Whilst moving understanding forward, a small number of cases focus on employer and provider perspectives (Rowe et al., 2017; Hughes and Saieva, 2019) sometimes outside of the levy-based system (Rowe et al., 2017) where different funding models may influence employer engagement. This means role of the apprentice as stakeholder is not well understood. A holistic examination of the tripartite dynamic is required to understand the role of apprentice and provider and the impact of tripartite stakeholder interactions on learning and to examine the operational challenges of integrating curriculum in management and leadership degree apprenticeship.

2.4. SUMMARY OF LITERATURE REVIEW

This chapter has reviewed the literature that spans two separate conceptual frameworks that define learning and how it takes place. It highlights the complexity faced by those designing and developing WBL and contemporary apprenticeship curriculum when attempting their reconciliation. Researchers consider learning in HE and at work separately with a respective focus on individuals and situations and the employment of corresponding research methods. Research into learning in apprenticeship is in the latter field due to its long tradition of learning in occupation through participation in work communities (Lave and Wenger, 1991; Fuller and Unwin, 2003). The increasing use of apprenticeships as a policy tool and a move towards a model of education (Billett, 2016) set against a backdrop of

lifelong learning, necessitates the integration of formal and informal pedagogy and the exploration of the relationship between individual and social contexts of learning. This emphasises early conceptions of learning in apprenticeships and the separate understanding of learning at work and in HE are not sufficient for understanding the process of learning in contemporary VET (Billett, 2016).

The literature demonstrates a growing challenge to the traditional notion of learner as novice in apprenticeship which presents a situational view and generalises the role of the individual. A move beyond apprenticeship as occupational preparation for novices necessitates a deeper understanding of individual experiences and characteristics and their interaction with the learning environment which in contemporary VET extends to off the job learning in educational settings. Whilst this situational perspective provides a useful and evolving conceptual framework of an expansive/ restrictive continuum (Fuller and Unwin, 2003; Fuller et al., 2015) this does not further our understanding of the individual's role in successful apprenticeship. Whilst the literature suggests novices and experts learn differently, emerging research that explores this within degree apprenticeship is limited and does not extend to exploring the impact on learning (Smith et al., 2023).

Research exploring bipartite interactions between stakeholders within the tripartite relationship highlights the role of employer and provider collaboration in successful learning. A continuation of the situated view and a focus on the employer neglects the role of the apprentice and their relationship with stakeholders. This restricts a holistic perspective and presents a gap in understanding of the tripartite dynamic.

This research provides an opportunity to gain a holistic understanding of learning in degree apprenticeship. Fuller and Unwin's expansive-restrictive continuum provides a useful framework on which the researcher can build. In addition to facilitating extension of an influential conceptualisation in the research field, a continuum supports the flexibility required to explore complex phenomena such as characteristics and experiences (Haslam et al., 2020). It supports the longitudinal research design and pragmatic positioning by acknowledging phenomena may be subject to change (Linscott and van O, 2010). Themes derived from the literature review; experiences of work and education; approach to learning, job characteristics; design and delivery of university curriculum; curriculum alignment; expectations and learner identity; motivation and goal orientation; collaboration; and tripartite engagement support the extension of this framework to encompass the role of the apprentice and stakeholder interactions within the tripartite relationship (figure 6) which is an important contribution to knowledge. The proposed methodological design enables the exploration of these themes across 3-time phases to form the first extensive and longitudinal study of its kind,

investigating the role of the apprentice through their lived experiences of one of the inaugural business and management apprenticeships.

Figure 6: Provisional expansive- restrictive themes (Adapted from Fuller and Unwin, 2003; Fuller et al.,2015)

	Expansive apprentice	Restrictive apprentice
A1	Prior experiences of work and education	Limited experiences of work and education
A2	An approach to learning that develops from cognitive to social	An approach to learning that does not develop from cognitive to social
A3	Expects to learn at work and university	Does not expect to learn at work and or university
A4	Expects learning to be an ongoing continuous process that is self-directed	Expects learning to be directed with a fixed end point.
A5	High self-efficacy – expects to be successful in learning at work and university.	Low self-efficacy – does not expect to be successful in learning at work and/or university
A6	Identifies as learner at work and at university.	Does not identify as learner at work and/ or university.
A7	Motivated to learn at work and at university. Motivation is intrinsic to learn for individual and organisational benefit.	Is not motivated to learn at work and/or university. Motivation is extrinsic for personal benefit.
A8	A learning orientation – learning is self-directed.	A performance orientation – learning is not self-directed

	Expansive employer	Restrictive employer
E1	Employer has a shared participative memory and tradition of apprenticeship	Employer has little or no shared participative memory or tradition of apprenticeship
E2	Gradual transition to productive worker: Apprentice has scope to develop within the occupational field.	Fast transition to productive worker with limited scope to develop knowledge.
E3	Apprentice has dual status as learner and employee: Explicit recognition and support for apprentice as learner.	Status as employee dominates: No recognition of learner status at work.
E4	Employer provides single named colleague to provide social support	Employer does not provide single named contact to provide social support
E5	Participation in different communities of practice inside and outside of work.	Training restricted to tightly bound job role.
E6	Apprentices' skills and knowledge valued and used as a platform for new learning.	Apprentice regarded as blank sheet or empty vessel.
E7	Employer has a purpose for learning for individual and organisational development.	Employer does not have a purpose for apprentice learning for individual and/or organisational development.
E8	Employer has a purpose for using the apprenticeship as a platform for career development.	Apprenticeship does not build capacity to develop beyond present role.
E9	Employer collaborates with provider to understand the requirements of university curriculum and provides opportunities to apply learning to live work tasks and problems.	Employer does not collaborate with provider to understand the requirements of university curriculum and does not provide opportunities to apply learning to live work tasks and problems.
E10	Planned time off the job for university attendance and reflection	Virtually all on the job, limited opportunities for reflection.

	Expansive provider	Restrictive provider
P1	Student centred delivery	Teacher centred delivery
P2	Provider collaborates with employer to understand work context and incorporates relevant examples into university curriculum	Provider does not collaborate with employer to understand work context and does not incorporate relevant examples into university curriculum.
P3	Has a purpose for developing academic knowledge and work practice	Views knowledge as the domain of academia
P4	University workload is appropriate/ manageable	University workload is excessive/ unmanageable
P5	Assessments are problem based and incorporate reflective writing and have cohesion with professional practice.	Assessments are not problem based and do not incorporate reflective writing and/or are not cohesive with professional practice

	Expansive tripartite interactions	Restrictive tripartite interactions
T1	Tripartite dynamic provider led to apprentice led	Tripartite dynamic does not evolve to apprentice led
T2	Shared understanding individual stakeholder purpose, roles and responsibilities	No shared understanding of individual stakeholder purpose, roles and responsibilities.
T3	Provider and employer collaborate to align formal and informal curriculum	Provider and employer do not collaborate to align formal and informal curriculum
T4	Apprentice closely monitored and regular constructive feedback from a range of employer and provider personnel who take a collaborative approach.	Apprentice progress monitored separately with limited feedback which is compartmentalised.

CHAPTER 3: Methodology

The preceding chapters of this document have outlined the aims and objectives of the research and provided justification of their significance within an academic and professional context. The literature review identifies key themes that influence learning within formal and informal settings and in degree apprenticeship. It identifies gaps in understanding learning in degree apprenticeship. This research aims to address the following aims and objectives.

How do we understand what constitutes an effective learning experience though the perspective of the apprentice?

Research objectives

- To understand the gap between formal and informal learning in apprenticeship and its significance in successful learning.
- Identify individual apprentice characteristics that enable or constrain successful learning in CMDA apprentices.
- To understand the impact of the tripartite relationship between employer, provider, and
- apprentice on successful learning.
- To conceive recommendations for the improvement and development of apprenticeship programmes to ensure they promote success for all.

The research is designed to meet these objectives by using a case study approach focusing on the individual experiences of apprentices. It will address the following research questions:

R1 How does the divide between formal and informal learning impact on apprentice success?

R2 What are the characteristics, motivation, and expectations of successful CMDA apprentices?

R3 How does the relationship between employer, apprentice and provider contribute to successful learning?

This chapter discusses the research methodology. Figure 7 provides an overview of the research methodology:

Figure 7: Summary of research methodology

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┌─────────────────────────────┐
│         Philosophy          │
│         Pragmatism          │
└─────────────────────────────┘
              ▼
┌─────────────────────────────┐
│          Strategy           │
│         Case Study          │
└─────────────────────────────┘
              ▼
┌─────────────────────────────┐
│           Method            │
│        Mixed-method         │
└─────────────────────────────┘
              ▼
┌─────────────────────────────┐
│   Data collection timeframe │
│        Longitudinal         │
└─────────────────────────────┘
              ▼
┌─────────────────────────────┐
│    Data Collection Method   │
│ Primary semi-structured     │
│ interviews and secondary    │
│ progression data            │
└─────────────────────────────┘
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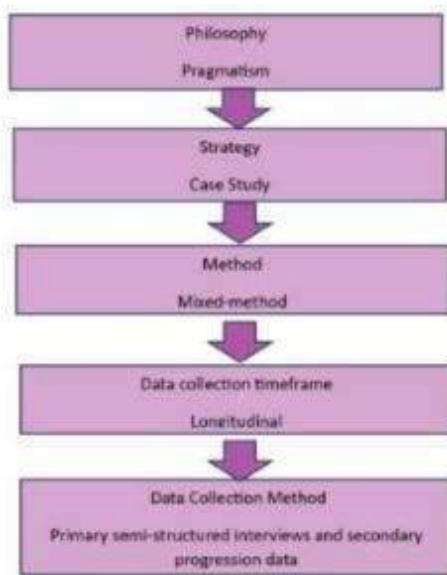
3.1 RESEARCH PHILOSOPHY

Research is a systematic process of enquiry (Saunders et al., 2019). The exploration of philosophical concepts is required for the researcher to define knowledge and understand how it emerges. It is important to acknowledge the ontological and epistemological approach adopted which has influenced the research decisions and choices taken. The views of the researcher concerning knowledge, the process of knowing, and their perspective on reality are key because personal ontological and epistemological philosophy has shaped the research strategy adopted throughout this study (Stokes & Wall, 2014).

The literature review highlighted opposing conceptions of learning where research is characterised by opposing metaphysical perspectives. These traditionally preside over different research fields influencing ontological assumptions about reality, epistemological definitions of knowledge and the methodological approach to address the research questions (Morgan, 2007). Research that considers the role of individual agency in learning is dominated by quantitative enquiry embedded in realist ontologies, which assume a positivist position. Stokes & Wall (2014) suggest this weakens understanding of social processes such as learning because its objectivity separates reality from the observer generalising perceptions of meanings and situations (Andrews, 2012).

Conversely research concerning the role of social structures of organisations in learning is dominated by a constructivist position which subscribes to a relativist ontology. Here, reality and the researcher are integral, and knowledge is subjective and constructed through individual perceptions (Neuman,

2003; Ulin et al., 2004). Morgan (2007) and Stokes & Wall (2014) suggest this allows researchers to create inter-subjective reality though their perceptions of meanings and events. This is important given the transient nature of learning across time and contexts, leading to different experiences of its embodiment in each individual case. Andrews (2012) proposes this creates multiple versions of the truth making it difficult to compare different accounts and conclude what is true. Bury (1986) argues this leads to inconclusive results and limited recommendations. Similarly, Burr (2003) suggests socially constructed realities are problematic because people tend to view and present their stories as the most plausible truth, in a way that supresses the views of others before them. Angen (2000) argues this provides the researcher with the opportunity to gather deep and detailed evidence through direct participant engagement, supporting the exploration of wider contextual factors (Cameron and Price, 2009). Andrews (2012) cautions extreme relativism can weaken findings as multiple accounts and realities can become generalised.

The challenges of adopting extreme epistemological perspective are acknowledged by researchers (Morgan and Smirchi, 1980; Patton, 2002; Cunliffe, 2010). Taking the middle ground in the research process allows the researcher to acknowledge her influence on interpreting and constructing the data and an acceptance that responses may not always reflect the truth. A pragmatist perspective is congruent with this and stems from a need to understand the subjectivity of real situations, individual experiences, meanings, and motivations (Farzanfar, 2005; Denzin and Lincoln, 2011). Hammersley (1994:43) advocates the middle ground between realism and relativism a position he terms "subtle realism" (Denzin and Lincoln, 2011). Here, reality is conditional, context and person dependant and may or may not be tested scientifically and reproduced within new situations. Subtle realism is commonly adopted within the field of WBL due to its holistic perspective (Lester, 2020; Dalrymple et al., 2014; Bruce and Bloch, 2013). It aids the exploration of the process of learning in contemporary degree apprenticeship by supporting the reconciliation of traditionally opposite epistemological and ontological perspectives (Billett, 2016) central to the debate that underpins this research project (Denscombe, 2008).

To achieve the research objectives an approach is required that bridges the divide between polarised epistemologies of learning as formal and acquisitional or informal and situated in practice, individual and the situational, the observable and tacit (Dalrymple et al., 2014) and their interactions. Understanding contemporary apprenticeships that incorporate the intersection of formal and informal learning systems requires a pragmatic view of reality (Morgan, 2007) which acknowledges learning exists within a set and fixed criteria and through the subjectiveness of individual experiences of the world. Practicality is central to pragmatism (Dewey, 1859; Brendel, 2006). It rejects the notion a singular epistemology or ontology guides the process of research inquiry (Rorty, 1985:3; Patton,

2005; Elder-Vass, 2022) and the traditional conventions of methodological individualism. It is concerned with understanding how theoretical concepts apply in practice where the meaning of theory is linked to experiential consequences (Peirce, 2014). It attributes meaning to phenomena which is congruent with the objective of conceptualising learning and the articulation of experiences. This makes it a suitable paradigm for exploring lived experiences and the relationship between education and wider society including work (Dalrymple, 2014; Lester, 2020). This lends itself well to the examination of WBL and the focus on the individual in this research.

Whilst there is an acknowledged fixed reality in the observable and objective in successful apprenticeship the causal factors are more subjective and may depend on structure, agency, or their interactions. In such cases, Morgan (2007) suggests a multi layered approach is required. This subscribes to the notion that social reality exists on different levels from the empirical to the embodied (Hodkinson et al., 2008). Its aim is to identify causation, which may exist in either domain extending its conceptualisation beyond the traditional parameters of formal learning and emphasising time, location, and context as important considerations (Bruce and Bloch, 2013). Hammersley (1992) suggests this avoids a reproduction of multiple accounts that have limited contribution to new knowledge. Andrews (2012), Farzanfar (2005), and Denzin and Lincoln (2011) emphasise its importance for the examination of individual experiences and motivations which may provoke varied responses. The experiential nature of learning means reality changes as experiences and learning evolve. This aligns with the concept of lifelong learning which is a cornerstone of developing occupational practice at work where there is ongoing interaction between individuals and social structures.

A small body of literature conceptualises learning in apprenticeship, which emphasises its context dependent reality and lack of generalisability across situations such as alternative work contexts and labour markets (Euler, 2013; Mulder et al., 2015). This reveals a gap in understanding the role of individual lived experiences, characteristics, and interactions in the structures of the tripartite relationship and their role in learning at work and in apprenticeship, constraining a holistic understanding (Hodkinson et al., 2008). The pragmatic view enables the exploration of subject matter where there is limited empirical evidence, to overcome epistemological boundaries and explore the role of the individual whilst acknowledging the situational. This addresses the need to explore phenomena at different scales (Morgan, 2007; Hodkinson et al. 2008) to understand it completely.

The pragmatist tradition acknowledges a variety of perspectives are useful in defining successful learning. Here, extant knowledge is treated conditionally, and existing theory used as a platform on which new understanding can be built, allowing the exploration of the role of the individual in learning

whilst acknowledging existing theoretical frameworks that define the role of situations and contexts which may be reproduced or subject to change (Anderson and Shattuck, 2012). This facilitates the exploration of subject matter in breadth and depth to identify new phenomena, addressing the challenge of demonstrating theoretical rigour, whilst maintaining relevance to the real world (Hodkinson et al., 2001). The researcher has employed an inductive yet flexible approach to the research project where existing knowledge in the field of apprenticeship, WBL, and learning in HE has informed provisional themes which are explored within the context of the CMDA within the UK VET system (Boyatzis, 1998). Therefore, there is a recognition that responses may not always reflect one true reality.

Practically a pragmatist position means the researcher acknowledges her influence on constructing and interpreting the findings. Her involvement with the respondents through her role at the university and familiarity with the programme of learning lends itself well to the collection of socially constructed data derived from conversations, meaning, and perceptions. She recognises the knowledge obtained is not independent due to her proximity to the CMDA, its apprentices, and employers (Onwuegbuzie and Leech, 2005, p. 271). In addition, through undertaking the DBA the researcher is also immersed in her own experiences of WBL.

The researcher seeks to understand the role apprentice experiences and characteristics play in learning. The pragmatist philosophy enables the selection of the best approach to address the research aims and objectives, rather than being bound to deductive or inductive approaches associated with positivist and constructivist epistemologies. This affords scope to capture the complexity associated with the fusion of two different conception of learning whilst tackling the challenges and criticisms of quality and generalizability (Snow, 2015).

3.2 RESEARCH STRATEGY

Bryman and Bell (2022) propose the researcher's epistemological and ontological positioning drives the choice of research strategy, informing research design and data collection methods. Rather than epistemological perspectives tying pragmatists to a particular approach or set of tools for enquiry, it is suggested research design should be determined by the most effective strategy to address the research question. The researcher has employed a case study approach to the research. Typically associated with a constructivist perspective and inductive reasoning (Merriam, 1998; Stake, 1994), it facilitates holistic exploration incorporating multiple data sources (Stake 2000). The methodological neutrality and usefulness of case studies for investigating real world contexts aligns well with the pragmatist perspective. It supports the exploration of complex inter-relationships between variables and across contexts (Yin,2018) such as learning in contemporary apprenticeship systems, which

Hodkinson and Hodkinson (2001) argue is a key factor in meeting these research objectives. It provides depth and detailed understanding that extends beyond statistical methods that are limited to description and helps to understand histories, real world contexts (Yin, 2014), motivations (Ragin and Zaret, 1983), and capture perceptions of situations (McKeown, 2004:153). It is argued case-oriented studies are stronger in concept formation and detailed description (Brady and Collier, 2010).

Case study research takes a variety of forms, adopting either a singular or multiple case approach. Single cases are beneficial for in-depth and detailed analysis, whilst multiple cases yield more evidence and facilitate the comparison of similarities and differences across different cases (Guetterman and Fetters, 2018). A holistic multiple cases study approach (Merriam 1998; Yin, 2014; 2018) has been selected for its usefulness for establishing similarities and differences across cases (Yin, 2018; Merriam, 1998; Stake, 1994), the exploration of complex social structures (Eisenstadt, 1968; Yin, 2014), and for understanding causation (Ragin, 1987). It is convergent in its design to facilitate the integration of primary and secondary data within each phase.

This approach is suitable for comparing similarities and differences in characteristics of CMDA apprentices and is in keeping with tradition of case study research in the field of WBL and apprenticeship (Lave and Wenger, 1991; Wenger, 1998; Fuller and Unwin, 2003; Fuller et al., 2015). To address the limited consideration of the role of individual agency in the existing literature the cases are individual apprentices as subjects (see Hodkinson and Hodkinson, 2003) rather than the more common focus on organisational communities of practice.

3.3 RESEARCH METHOD

Guba & Lincoln (1994) propose the researcher's philosophical position shapes the choice of research method, with either quantitative or qualitative research applicable within any paradigm. The researcher has employed a mixed method to collect data for each case (Teddlie and Tashakkori, 2012; Brewer and Hunter, 2006). A mixed method is a common approach in the social, behaviour and healthcare sciences (Denzin, 1978) and aligns with the pragmatist research philosophy (Maxcy, 2003, p. 85). Its premise is combining research methods to provide a better understanding and interpretation of phenomena, achieve methodological triangulation to draw conclusions and answer a research problem (Creswell, 2015:1; Plano Clark and Ivankova, 2016). The use of mixed methods in this research project enables the researcher to reconcile the observable policy requirements that benchmark successful apprenticeship with the experiences of degree apprentices. Successful learning must be explored holistically where the researcher is open to both positivist and interpretivist approaches to knowledge (Bernstein, 1989). The complexity of this phenomena is unlikely to be

captured through a singular lens of inquiry (Bruce and Bloch, 2023) which would only serve to partially address the research question (Burrell and Morgan, 1979; Patton, 2002; Cunliffe, 2010).

Anguera et al. (2018) suggest in case studies it is important to distinguish between multi-methods and mixed methods research as it defines the point of integration. Here, primary qualitative data and secondary data were embedded in each case defining the approach as mixed method (Morse, 2010). The former provides the researcher with detailed accounts of apprentice's experiences of learning; the latter provides a profile of individual progression against policy benchmarks that enable funding to be maintained and successful completion the course of learning. The convergent design, enabled the analysis of these different data sets by juxtaposing the two side by side and examining patterns of themes and quantitative data (Fetters et al. 2013). This helped to explain the meaning behind the quantitative data and establish its usefulness for providing a holistic account of progression.

3.3.1 Research timeframe

The data collection timeframe for this research project is longitudinal and rather than cross-sectional. The research maps and tracks change, rather than capturing learning at a particular point in time (Tuthill et al., 2020; Bryman and Bell, 2022). Many researchers in this field have favoured a cross-sectional approach to the investigation of structure and agency and their interactions and note the limitations (Messmann and Mulder, 2015; Ng and Feldman, 2009; Raemdonck et al., 2014; Dragoni et al., 2009). Longitudinal research is concerned with illuminating social change, improving understanding of causal influences, and providing insight into the time order of variables, which is useful for inferring causation which can be emergent and transformational over time (Archer, 1982; 1995; Ehret, 2013). A longitudinal approach is important for deepening understanding in case study research (Rueschemeyers, 2003) in small scale qualitative research projects such as this one.

Those concerned with the exploration of individual agency in learning, suggest investigation must be "longitudinal and holistic" (Evans, 2002 b: 253; Hodkinson et al., 2004). Therefore, this approach was key to fulfilling the exploration of the apprentice's role in learning and their interactions with structure. It enabled the researcher to draw on data and its interconnectivity at vertical and horizontal levels (Pettigrew, 1990; 269) and supports understanding of how learning progresses, identifying enablers and constraints to successful outcomes.

Whilst there is not a specific time span that classifies research as longitudinal (Tuthill et al., 2020), Saldana (2003) defines this as 2 or more data collection points over a specified timeframe. The research explores the same cohort of apprentices over a 12-month period. Primary qualitative data and secondary quantitative data were collected simultaneously at 3 different points, 6 months apart

to provide a holistic overview of participant performance against the requirements for successful apprenticeship. This ensured apprentices learning had time to develop and balanced the capture of experiences of developing learning with the retrospective capture of memories that may have been subject to reconditioning as experiences evolved (Mitchell et al., 1997).

Figure 8: The 3 points of data collection and their purpose:

Phase 1
- April 2020
- Apprentices enrolled in learning for approximately 7 months
- To capture experiences approximately 6 months into learning

Phase 2
- November 2020
- Apprentices progressed to year 2 - enrolled in learning approximately 15 months
- Purpose - to capture experiences and reflection on year 1 and transition to year 2.

Phase 3
- April 2021
- Apprentices enrolled in learning for 21 months
- Aim: to capture year 2 experiences and reflection on year to date

Figure 9: Plan of phased data collection.

Phase 1 Activity	Method	Collection	Analysis	Deadline
Ethical approval	Document submission	May 2019	N/A	August 2019
CMDA apprentice briefings	Presentations	November 2019	N/A	November 2019
Employer briefings	Employer discussions	December 2019	N/A	December 2019
Consent and briefing forms	Issued consent and briefing form	January 2020	N/A	January 2020
Pilot interviews	Interviews	January 2020		February 2020
Participant selection	Random sample selection	March 2020	N/A	March 2020
Consent and briefing forms phase 1	Issued invitation and forms to participants	April 2020	N/A	April 2020
Phase 1 apprentice data	Secondary RAG data Interviews x10	April -May 2020	N/A	May 2020
Analysis	Transcription and coding.	June -August 2020	Transcribed by July 2020 Analysed by September 2020	September 2020

Activity Phase 2	Method	Collection	Analysis	Deadline
Review coding template and interview protocols	Ensure coding template reflects phase 1. Devise interview questions and prompts for phase 2	October 2020	N/A	October 2020
Phase 2 interview invitations	Email invitations inc. consent and briefing forms	October 2020	N/A	October 2020
Phase 2 apprentice data	Secondary RAG data Interviews x 9	November-December 2020	N/A	December 2020
Analysis	RAG rating, transcription and coding x 9	January – March 2021	Transcribed by January 2021 Analysed by March 2021	March 2021

Activity Phase 3	Method	Collection	Analysis	Deadline
Review coding template and interview protocols	Ensure coding template reflects phase 3. Devise interview questions and prompts for phase 3	March 2021	N/A	March 2021
Phase 3 interview invitations	Email invitations inc. consent and briefing forms	April 2021	N/A	April 2021
Phase3 apprentice data	Secondary RAG data Interviews x 9	April – May 2021	N/A	May 2021
Analysis	RAG rating, transcription and coding x 9	June to September 2021	Transcribed by July 2021 Analysed by September 2021	September 2021

3.4 DATA COLLECTION

3.4.1 Research sampling techniques

Saldana (2003) recommends participants in longitudinal qualitative research (LQR) are purposefully selected based on their experience of the phenomena of interest. Research participants were selected based on their shared experience of learning on the CMDA. A cohort of 25 apprentices who had been in learning for 6 months were initially selected. This ensured they had acquired some experience of learning on the programme and had scope to remain in learning for the duration of the study. Tuthill et al. (2020) suggest the researcher familiarises themselves with the characteristics of the interview sample to mitigate against barriers to participation. The researcher identified the purposeful selection of participants beyond their shared experience of the CMDA may discourage participation. To mitigate against this a random sample of 14 apprentices was selected from the cohort to reassure participants they had not been selected based on their performance in learning. The random sample was generated by loading participant student ID numbers into Microsoft Excel and executing the procedure to randomise the data. The sample selection methodology was shared with potential participants as part of the initial briefing provided when inviting them to participate.

3.4.2 Sample size

Bryman and Bell (2022) suggest the objective in qualitative case study research is to understand the social world by examining participant interpretation and experiences, not to achieve statistical representativeness (Ragin, 2000; King and Horrocks, 2010). They propose the sample size for case study research may vary from an individual case to multiple cases depending on the research purpose, and objectives.

The researcher considered whether generalisability or in-depth understanding was the aim of the research project (della Porta, 2000). Research strategies with the aim of statistical analysis seeking to single out and generalise the effects of independent variables (Mahoney and Goertz, 2006) require large sample sizes (N) to control independent variables and ensure validity. For this comparative multi case research a smaller sample (n) provided a platform for generalisation limited to the cases within the study and cannot be used to empirically generalise phenomena or for hypothesis testing (Lijphart, 1975).

Polit and Beck (2017) suggest there is no definitive number of participants within a sample. They propose 10-12 participants as saturation point where no new data can be discovered. Kneck and Audulv, (2019) suggest the possibility of attrition must be considered in longitudinal projects that are vulnerable to participant withdrawal over the life of the study (Saldana,2003). The researcher initially

selected 14 apprentices from the selected cohort of 25 comprised of 7 male and 18 female apprentices with the aim of achieving 10. 3 participants did not respond to the initial invitation to participate and 2 attempts to follow up. 11 of 14 agreed to participate comprised of 4 males and 7 females. There was some attrition within this. In one case, IT issues resulted in data collection being abandoned following several failed attempts to organise and execute the initial interview. Another participant withdrew from the study at phase 2 and their data was removed from the research project. This left a research sample of 9 comprising of 2 males and 7 females. Male apprentices were underrepresented by 6%

Figure 10: The research sample

Pseudonym	Employer	Work-status	HE Entry Status
Jude	Organisation C	Established employee	Mature
Edie	Organisation A	Early careers	Traditional
Helena	Organisation D	Established employee	Mature
Violet	Organisation D	Early careers	Traditional
Seb	Organisation D	Established employee	Traditional
Stella	Organisation B	Established employee	Traditional
Aida	Organisation D	Established employee	Traditional
Sophia	Organisation E	Established employee	Traditional
Ruby	Organisation F	Established employee	Traditional

3.4.3 Secondary data collection

The secondary data collected for this research project was derived from sources available to the researcher through university systems used to track and monitor apprentice's performance against the Education and Skills Funding Agency (ESFA) audit criteria for successful apprenticeship funding and completion in England (outlined in figure 2).

There was no institutional end-to-end system to track apprentice progression against these requirements, therefore, the researcher used data obtained through the electronic portfolio system, grade and assessment tracking documents, attendance registers, progress review trackers, and functional skills progression updates. This data was ranked red, amber or green according to the institutional criteria for employer reporting (figure 11) to benchmark compliance against the ESFA criteria for successful apprenticeship.

Figure 11: Red, amber, green (RAG) rating criteria

Requirement	Red	Amber	Green
Formal learning aim - progress	<85% of assessments passed at 1ˢᵗ attempt.	>85% of assessments passed at 1ˢᵗ attempt.	100% of assessments passed at 1ˢᵗ attempt.
20% off the job	< 10% of required off the job learning hours logged in activity log.	>10% of required off the job learning hours logged in activity log.	20% plus off the job learning hours are logged in activity log.
Functional skills	L2 maths and/or English outstanding. Not engaged with additional learning **or** apprentice is engaging with additional learning but has not completed this during their first year of learning.	Level 2 maths and/ or English outstanding and apprentices is engaging in additional learning during year 1 of the apprenticeship.	Has achieved L2 maths and English.
Attendance at formal learning	Attendance at university <80%	Attendance at university between 80- 90%.	Attendance at university 90-100%
Tripartite meetings	Tripartite meetings missed x 2	Tripartite meetings missed x 1	Tripartite meetings taking place as required (every 3 months).

Source: RAG Criteria: Adapted from ESFA (2019)

The RAG system enabled the researcher to replicate progression data according to the policy compliance benchmarks which determine successful progress and completion in apprenticeship. Whilst academic grades contributed to the rating for the formal aim, the finer detail of individual academic outcomes beyond passing or failing a module were not necessary for addressing the research question and may be a barrier to participation of those less confident about their academic ability.

Secondary data was compiled to synchronise with each participant interview to ensure an accurate representation of their progress at the time of interview, to limit inconsistencies with their lived experiences. The RAG data enhanced the understanding of each case by providing the researcher with an objective view of progress towards the requirements of successful apprenticeship rather than relying on individual subjective accounts of their performance.

3.4.4 Primary data - Qualitative Semi- structured interviews

To accommodate the qualitative multi case approach, semi-structured interviews were used in this research project. This is a common approach in LQR (Calman et al., 2013) and favourable to structured interview techniques that take a survey approach (Conrad and Schober, 2008) and have limited use in the exploration of in-depth social experiences (Brinkmann, 2014). The advantage of this approach is flexibility and interaction which enabled answers to be clarified or probed (Sykes, 1991 in Healey and Rawlinson, 1994) to achieve greater depth and detail. They were guided by a standard set of themes which facilitated the comparison of individual cases in this research project (Bryman et al., 1996; Parker, 2005), to capture depth and detail of experiences whilst ensuring the aims and objectives of enquiry were fulfilled (Parker, 2005).

Individual one-to-one interviews rather than in a group setting were chosen due to the subject matter which may provoke variable feelings about performance participants may not feel comfortable sharing in a group. It ensured the experiences of all participants were captured with a degree of parity and depth (Fern, 2001) avoiding dominant participants views monopolising the data (McLafferty, 2004) and allowing for confidentiality, anonymity (Spradley, 1979; Saunders et al., 2012) and trust enabling participants to ask questions during the process.

Creating a relaxed rapport with participants is key to the success of this approach (Miller and Glassner, 2016). Here, it is acknowledged the researcher's proximity, to the programme meant trust, and confidentiality were paramount to the integrity and validity of findings (Mose et al., 2002; Patton, 2002:14) and securing ongoing participation in the longitudinal phases of the project (Healey, 1991). Confidentiality and the researcher's position were addressed in the informed consent information sheet (appendix 1).

A set of standard protocols guide each interview (appendix 2). Glaser (1998) argues these impose structure; Saunders et al. (2012) propose their usefulness for maintaining focus. This is appropriate for the semi-structured interview to ensure data is collected in a standardised and methodical way and the consistent communication of important information about the project to candidates. Saunders et al (2012) suggest preparing a briefing to prepare participants for the interview process. This was circulated along with the informed consent information to selected participants (appendix 3).

Interview questions were structured around the research questions, themes derived from the literature review, and the policy requirements that determine successful completion. In phases 2 and 3 developing themes also informed the design (Tuthill et al., 2020). Consideration was afforded to the phrasing of interview questions avoiding closed questioning techniques and duplication of questions to avoid panel conditioning where continuing engagement in longitudinal study impacts on participant behaviour and their responses to questions (Bryman and Bell, 2022).

The first set of interview questions and protocols were drafted and used in a pilot interview with 2 participants from a different cohort. The purpose was to seek feedback on the interview questions, briefing, informed consent information, develop interview skills and to test the interview questions and timescales. The feedback and experience enabled the researcher to reflect on their interview technique (Baker, 1994) and make amendments to the interview questions and protocols. Relevant changes were made to the language, terminology and phrasing used in some of the interview

questions. A series of prompts were designed for each question to ensure the interviews remained on track, did not deviate from the original question, or exceed the allocated timeframe of an hour.

There are opposing views about interview methods and their usefulness in qualitative data collection (Gillham, 2005; Rubin and Rubin, 2005; Keegan et al., 2003). In person interviewing is considered the most effective in qualitative research for generating thick description and supporting the interpretation of non-verbal clues (Gillham, 2005; Shuy, 2003; Rettie, 2009; Novick, 2008; Shenton and Hay Gibson, 2009; Deakin and Wakefield, 2014). Hanna (2012) argues the use of virtual technology affords greater flexibility and helps participants to feel at ease. Tuthill et al. (2020) assert interview settings are an important consideration and should be planned for participant comfort and convenience.

The researcher had intended to hold the interviews in person, however the coronavirus pandemic of 2020 necessitated reconsideration. Participant selection in April 2020 coincided with the UK mandatory lockdown. All teaching and non-essential employment was moved on-line. To enable commencement of the first phase of interviews MS Teams was used to conduct virtual interviews. Ongoing restrictions on working and learning throughout the 2020/ 2021 academic year meant the interviews remained on-line for the duration of the research project to accommodate geographical work restrictions.

Apprentices were invited to participate in the research via e-mail which included the informed consent form (appendix 1) and briefing document (appendix 3). Participation was voluntary and confidential. Once confirmed, interview slots were provided via an anonymous Doodle Poll which allowed participants to select a convenient time. Permission to record interviews was confirmed in advance both verbally and via the informed consent form. This was collected prior to the interview taking place and reinforced in the interview protocols. Participants were given the opportunity to ask questions about the process ahead of each interview.

3.5 DATA ANALYSIS

Onwuegbuzie et al. (2007) suggest data analysis in mixed method research is key. It requires the analysis of multiple data which in this research project comprised of primary qualitative and secondary quantitative data (Johnson et al., 2007; Onwuegbuzie and Hitchcock, 2015). In line with the convergent case study design the data sets were analysed in parallel at each phase and merged to construct individual cases.

3.5.1 Secondary data analysis

Secondary data was analysed using the RAG criteria (figure 11) as close to the primary data collection point for each case at each phase as possible. It was used to construct and present the individual cases. During the compilation of each case the researcher's aimed to triangulate the RAG ratings with the themes from the primary data analysis to understand the meaning behind each participants' progress towards the required completion benchmarks.

3.5.2 Primary data analysis

Saldana (2003) suggests data analysis in longitudinal qualitative research is carried out using a variety of approaches with methods often evolving alongside the data collection. The researcher chose to use thematic coding to conduct the qualitative data analysis for this research project due to its flexibility for analysing qualitative data exploring lived experiences (Braun and Clarke, 2014) without being tied to epistemological positioning (Braun and Clarke, 2006:4). It is appropriate for analysing data in mixed methods case study research and aligns with the research projects pragmatic positioning. There are several approaches to thematic analysis (King and Horrocks, 2010). The researcher chose template analysis (Brooks et al.,2015) which is commonly used to analyse qualitative interview data (Lockett et al. 2012; Slade et al., 2009) and balances a high degree of structure with adaptability to the needs of a particular study.

Key to demonstrating rigour is determining the underlying research position (Braun and Clarke, 2021 a; 2021b; Brooks et al., 2015). Tuthill et al. (2020) recommend starting from either a deductive or indictive lens. Here, the researcher was influenced by their inability to stand outside of their own position in the research yet recognised some knowledge is independent of this. To address this, provisional codes derived from the literature and secondary data were used as a starting point. To accommodate the aim of the research an inductive flexible coding framework was employed within the research design where the literature review had identified some provisional themes of interest in relation to the research question which were subject to more open-ended enquiry (Boyatzis, 1998) through inductive coding (Fereday and Muir-Cochrane, 2006; Ramanadhan et al., 2021).

At each phase of data collection interview recordings were downloaded, converted into MP 4 files and saved in anonymised, encrypted, password protected files and in line with the university's research data storage policy. Once downloaded, the interview files were deleted from Microsoft Teams. The data was transcribed verbatim personally by the researcher in preparation for analysis to maximise familiarity with its content. Following transcription initial provisional themes derived from the literature review (figure 5) were used to categorise data extracts (Fereday and Muir Cochrane, 2006).

New codes were added as they occurred within the data and the template continually refined. Codes were amalgamated into themes, and numerically labelled (Brooks et al., 2015) to help the researcher to manage themes and sub-themes (King, 2004; Joffe,2012). Coding was revisited and reviewed to check for correct allocation (Patton, 2002). The coding template for phase 1 (appendix 4), informed the template for subsequent longitudinal phases where the inductive process continued the refinement of codes to map change.

Data analysis in longitudinal qualitative research can be phased after each point of data collection or undertaken at the end of the study. Nevedal et al. (2018) suggest analysing data cross-sectionally after each phase to allow ongoing analysis which informs subsequent data collection (Calman et al., 2013; Balmer and Richards, 2017; Pope et al., 2000). The researcher adopted this approach to facilitate the inclusion of inductive codes into subsequent phases of the research process to deepen understanding as the research progressed. 3 separate coding cycles were used to analyse the research data (figure 12). Examples of coding application are in appendix 5.

The researcher chose Microsoft Excel to code and organise data extractions following Braun and Clarke's (2006) 6 step data analysis process (figure 8) to provide holistic case analysis to establish similarities and differences within and across cases (Yin, 2018). Individual cases were carefully examined to provide a richer understanding of the data and identify themes and patterns across cases and within individual experiences (Rowe et al., 2017). Cases were grouped within phases according to common characteristics.

Figure 12: Cycle of qualitative data analysis (Braun and Clarke, 2006)
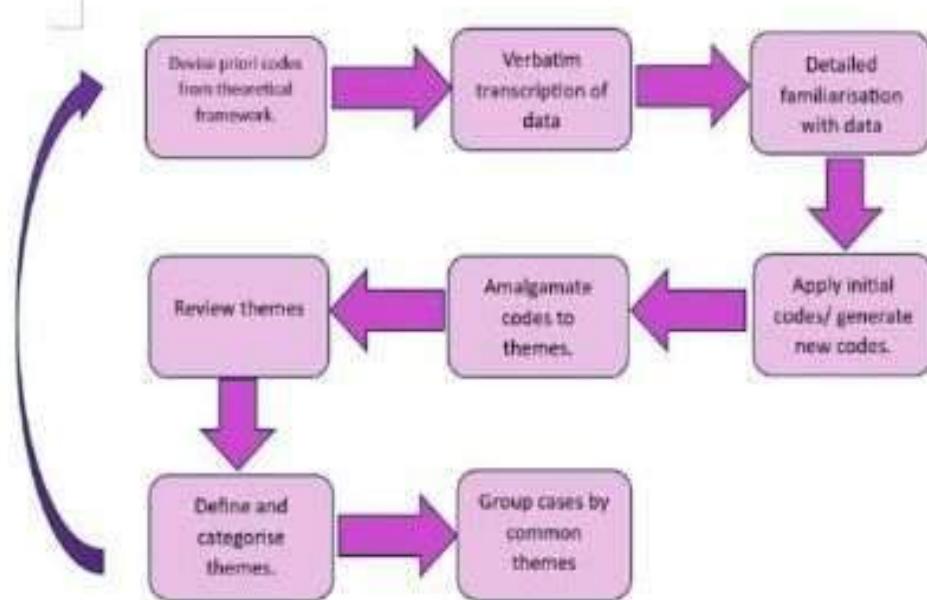
3.6 ETHICAL CONSIDERATIONS

The research aligns with the Chartered Association of Business Schools Ethics Guide (2015) and has followed Nottingham Trent University's ethical code of practice and was scrutinised by the ethical review committee prior to commencement. The researcher was granted ethical approval by the university to commence primary and secondary data collection in August 2019. Access was negotiated with employers, and the researcher granted time to speak with CMDA cohorts to provide an overview of the research project, raise awareness of the benefits of participation, and garner support from potential participants.

Privacy, confidentiality, and anonymity were of utmost importance in this research project (Easterby-Smith et al., 2012). Participants anonymity was protected throughout the study from their selection to the presentation of the findings. Pseudonyms were allocated to protect identities, and other identifying information redacted from transcripts and extracts. Tuthill et al. (2020) highlights longitudinal research comes with some additional ethical challenges regarding maintaining consent and ensuring objectives remain clear. Consent was revisited and collected at each phase of research, so the rights of participants remained transparent throughout.

The consent form and briefing information included instructions on how apprentices could withdraw from the study if they wished to do so. Clear timescales were provided to ensure data was removed from analysis if necessary. The positioning of the research was given careful consideration to ensure participant's mental health, wellbeing, and self-esteem were protected. Any discussion involving apprentice experiences may provoke both positive and negative feelings, particularly when discussing matters of learning and development associated with success. The researcher treated these conversations sensitively and confidentially. Participants were signposted to the university's student support services team via the informed consent information sheet in case participation raised any issues requiring additional attention, advice, or support. The possibility of participant disclosure of a matter the researcher was ethically required to report to the university, their employer or other relevant authority was also considered. The consent form highlights the researcher's obligation to report such matters.

This research project examines experiences of CMDA apprentices enrolled at the university where the researcher works as a business development officer. Her responsibilities are the recruitment of apprentices to the programme and management of the associated relationships with their employers. The researcher has not been involved in the teaching or assessment of work for any of the intended participants of this research project and has no influence on their grades. However, she acknowledges there is a degree of familiarity and is mindful of these additional ethical considerations. The informed

consent form included a statement advising non-participation would not have any impact on CMDA assessment outcomes.

Participants were not incentivised or coerced in any way to secure participation. Prior to commencement of data collection, the researcher agreed with the CMDA course leader that time spent on the research project could be used towards apprentice's 20% off the job time. Participants were informed of this at interview and signposted to relevant KSBs.

3.7 LIMITATIONS

The researcher acknowledges the limited generalisability of the comparative case study approach which focuses on a small sample of apprentices learning in one type of apprenticeship programme, in a single institution. Apprenticeship research is highly context dependant, and findings are restricted to work and learning contexts, and wider labour market conditions all of which may yield different outcomes (Euler, 2013; Mulder et al., 2015). Generalisability is further compounded by the context of the Covid 19 pandemic and findings cannot be generalised to a wider cohort of learners. Care has been taken to collect rich primary data through qualitative methods, which results in unavoidable bias and subjectivity due to the researcher's relationship with the subject matter.

The covid pandemic affected the size and construction of the research sample which was not as gender representative of the wider CMDA as originally anticipated. This limited the diversity of experiences captured through the study. Voluntary participation within a random sample may have resulted in participation of those who view their learning as successful, creating data biased towards these experiences. A more purposeful sample within the cohort may have mitigated against this.

The research shows the articulation of learning was a skill that took time to develop, and it should be noted answers to semi structured interview questions were influenced by participant's perceptions of learning at the time. An ethnographic approach may be required to capture the true essence of learning in degree apprenticeship.

The study is limited in its longitudinal scope. DBA timescales have constrained the exploration of learning to its fruition. Longitudinal research encompassing both start and end point is recommended to establish how the themes have an impact on CMDA completion. The pandemic interrupted the delivery of university and work curriculum moved from in person to on-line. This meant the intended mode of delivery could not be examined longitudinally.

Although care was taken to ensure secondary data was captured as close to primary data collection at each phase, the use of various local course reporting systems to obtain the RAG ratings were reliant on timely apprentice self-reporting and data input from the wider course team.

A reliance on apprentice self-reporting (Raemdonck et al., 2014) is a limitation. Whilst the incorporation of secondary RAG data injected some objective insight, this research is vulnerable to the subjective perceptions of apprentice's experiences. The views of employers and providers to validate their experiences would strengthen the research design.

The one-to-one semi structured interviews provided rich data enabling the capture of experiences (Fern, 2001) to construct cases for a comparative approach. They helped build a relationship of trust between the researcher and participant which aided ongoing participation necessary for longitudinal research (Spradley, 1979; Saunders et al., 2012). The move from face-to-face interviews to MS Teams allowed flexibility of interview time and location, which enhanced participation (Hanna, 2012; Tuthill et al., 2020; Ruane, 2005; Fielding and Thomas, 2008). It was also a barrier to participation of apprentices whose employer was not set up for on-line working, restricting access to student accounts and interview technology. Whilst the semi structured interview design meant moving on-line was straightforward (Wenger, 2002) connectivity challenges disrupted the flow of the interview on occasion which may have caused misinterpretations of questions, impacting on participants responses.

3.8 SUMMARY OF METHODOLOGY

This chapter has outlined and discussed the researcher's philosophical position, which underpins the research design. It describes the data collection instruments and presents a justification for their selection and method of application. It explains the participant selection process; the methods employed to analyse and present the data and discusses their limitations.

The next chapter presents the findings of the primary and secondary data collected through individual case studies which identify how apprentice's experiences and dispositions contribute to their ability to reconcile formal and informal learning on the CMDA and their interactions with the structures in which they work and learn. The longitudinal phased approach emphasises how they evolve over time.

CHAPTER 4: Findings

This section presents the findings for this research project following the analysis of 9 case studies of CMDA apprentices across 3-time phases. The cases present the results of semi structured interviews alongside secondary RAG data that demonstrates each learner's progression against the policy requirements for successful apprenticeship. This helps to establish how the policy benchmarks that define successful apprenticeship correspond with apprentice's accounts of learning.

The cases have been grouped according to common characteristics identified through a thematic coding framework. The cases are constructed to address the research questions and illustrate common themes and coding patterns within the data. They are presented as phased case summaries to retain the structure of the data without compromising the uniqueness of each individual case (Lewis, 2007), whilst maintaining a temporal perspective to identify change over time (Tuthill et al., 2020).

The thematic analysis of the longitudinal qualitative data identified 5 overarching themes that develop over the course of the research project:

- Apprentice experience and learning approach
- Apprentice's scope for learning
- Apprentice's expectations and learner identity
- Apprentice's motivation and goal orientation
- Tripartite stakeholder interactions

4.1 CASE STUDIES – PHASE 1

Phase 1 of data collection took place approximately 7 months post enrolment. It coincided with the early stages of coronavirus national lockdown in the UK. During this time UK government legislation required all workers to work from home unless they were classified as key workers. It was mandatory for all HE institutions to move their learning online. Apprentices were working from home during this time which was a change to their usual work location.

Apprentices' prior experiences of work and education were instrumental in defining their expectations and motivations. Cases are segmented by experiences of work as trainees with limited experiences of occupational practice or established managers where learning is developmental.

4.1.1 PHASE 1, GROUP 1: Learning as trainees

This group comprise of 3 of the 9 cases. All are learning as trainee managers. Whilst they share common characteristics as novices within occupational practice there are variations in their prior experiences of education and work. In one of the cases the apprentice has been enrolled onto the CMDA as a trainee manager with more extensive experience of practice than her early careers peers who have been in full-time work for less than 2 years.

EDIE

Time at employee	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
5 months	(green)	(green)	(amber)	(green)	(green)

Edie joined her employer as an apprentice following completion of her A-levels. Her experiences of work are through part time employment. Recent experiences in education have prepared her for the academic components of the CMDA. Self-efficacy is high in this area and is reflected in her green RAG rating for university engagement and progression. Limited experiences of work mean she does not fully understand how learning takes place in practice beyond the procedural knowledge necessary to do her job. She does not yet understand how university learning is relevant to practice:

Sometimes when we are actually at uni, I find myself questioning myself …... if what we are learning is useful.

As an apprentice learning is intrinsic to her job. Her learning approach is primarily acquisitional in both domains. Whilst this is appropriate for her orientation to work, it restricts social interaction with others. She is unfamiliar with the student led delivery approach at university and is yet to fully understand the value of learning in this way:

you have to really trust your other peers……………I've found that a bit more difficult like just give all the work to me and I'll do it.

Her minority role as a trainee means she must adopt a different approach to learning to her CMDA peers. This causes confusion about the activities she can record as learning at work, contributing to her amber RAG rating for this requirement:

it's easier for other people who do just one ……….to say I've done so many hours towards my 20% so for me it's a bit more of a grey area.

The learning Edie undertakes in role means she can spend her off the job time working on university assessments, helping her to balance work and study:

it's just a case of me going to them and asking could I have a day off to do uni work.

As an apprentice she has access to complex work activities, relevant to university subject matter. Her scope for learning is restricted by the move to on-line working. Her employer's unfamiliarity with the CMDA programme means work tasks are not aligned with university curriculum unless she requests this. Limited autonomy means she receives guidance from her employer to apply university learning to work:

we were doing a business model canvas that was quite good because [line manager] had previously done one and we used mine as an updated version.

Working for a small employer, Edie's work context is not embedded into university curriculum. This restricts her understanding of how university learning applies in practice.

at work we're not really big enough to like do meetings like that.

Edie expects learning to be an acquisitional and to learn at university. As trainee a requirement to learn her role means she expects to learn through her day-to-day work and identifies as a learner in daily work practice. She directs effort towards learning in both settings. A green rating for engagement in university is offset by an amber rating for learning off the job which is explained by her unfamiliarity with the process of learning at work.

Edie is extrinsically motivated to learn at work and university. Achieving her degree and gaining work experience are equally important. She believes this will give her a competitive advantage in the employment market. Goals are short term and performance orientated as she focusses on learning her role.

There is a green RAG rating for tripartite meetings. Edie's line manager is her employer mentor. Although the purpose of her learning as trainee is mutually understood, there is some confusion about her employer mentor's role in the tripartite meeting. It is expected that the provider leads the tripartite meetings. This limits their value for supporting Edie's learning at work through planning and identifying opportunities to apply formal learning to practice or providing feedback to facilitate reflection on her development. This is reflected in her amber rating for learning at work,

It doesn't really help work tailor the KSBs towards me it just acts as an informative meeting about how I am getting on.

VIOLET

Time at employee	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
5 months					

Violet joined her employer as an apprentice following completion of her A-levels. Previously she completed a L4 apprenticeship in business administration linked to a previous role. This has prepared her for working and studying on the CMDA. A high self-efficacy for learning at university is reflected in a green RAG rating for progression. Prior experiences of work mean she can conceive how university learning links to work. She uses her experiences to contextualise her knowledge:

it's been really interesting, learning things at university and seeing how that relates to my own role within the company ……….to be critical within my own role............ So, my understanding of myself has been better.

Her approach to learning in her new role is primarily acquisitional which is appropriate for extending her knowledge of practice. Challenging tasks in her daily work provide scope for learning:

the tasks in my day job are still fairly stretching……….I'm still learning about the role and how it works and why it works in that way.

The requirement to learn new processes limits her autonomy. Catch ups with her line manager about progress, and performance are constrained by an increase in her team's workload, limiting time for developmental discussions. This restricts the employer support Violet receives to apply her learning at work and reflect on these experiences:

………. I've had meetings with them, but that's not happening right now.

Whilst Violet's status as an apprentice affords her protected time to undertake learning activities at work, she struggles to balance work and study leading to an amber rating for her 20% off the job activity:

when something has been difficult at work as well as uni that's been quite difficult to manage both sides.

Where university curriculum is relevant to practice Violet can contextualise her learning and reflect on how it has impacted on her practice. Work tasks are not synchronised with university and Violet finds this more difficult when university curriculum covers subject matter she has not experienced at work:

the business model canvas was a bit more difficult to relate to my own role because at that point I didn't fully understand how my role adds value to that end customer.

This limits the work learning evidenced in her portfolio, resulting in amber rating for learning off the job.

I do need to do a bit more logging in pebblepad so that's the section that I've not logged as much of because I'm more relying on uni for that and those recall days and the assignments that I'm doing.

As trainee manager she expects to learn is daily practice and has a strong identity as learner at work as well as university. Having developed a professional identity in her previous apprenticeship role. She is re-establishing herself as a learner at work which requires understanding what and how she needs to learn to be a manager.

She is extrinsically motivated to learn at work and university. Achieving her degree and competency as manager are equally important. These goals are short term and performance orientated. This is reflected in her green RAG rating for university engagement.

Whilst a green RAG rating for tripartite engagement confirms regular tripartite meetings, Violet does not consider them helpful for supporting her learning. She views the support from employer and provider as separate. Neither Violet or her line manager understand the purpose of the tripartite meeting and are confused about the role of the employer and university mentor in supporting her learning. This limits employer engagement making them provider led.

we talk about my progress on the course………... I would benefit with more time to talk about my career progression and my development within the company.

They have limited value as they duplicate work conversations and are compliance focused. Violet feels more one-to-one time with her line manager would help her synchronise her development with the requirements of the CMDA and move from an amber to green rating for learning at work:

HELENA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
3 years					

Helena is a trainee manager and is seeking promotion to a management position within the business. She left school following A-levels and has previous experience of working and studying in previous employment. Her limited experience as manager characterises the divide between formal and informal leaning. Helena cites her work and life experience as most useful for preparing her for learning on the CMDA, this helps her to understand what she needs to learn and how university curriculum relates to practice:

I had to do a presentation to the whole of supply, so it absolutely set me up in the right way.

As a trainee manager Helena's approach to learning at work is deliberative and acquisitional as she learns her new role. She uses this to evidence learning which is reflected in a green RAG rating for learning off the job:

they're very supportive of me……. going to see other different parts of the business as well so I do that quite a lot to expand my knowledge.

Helena has a development plan in place which outlines what she needs to learn to be a manager. This affords her access to complex tasks in day-to-day practice and demonstrate she is acquiring new knowledge:

I've also been given someone to manage directly who……reports into me so again that's stretching me because I wasn't managing anyone beforehand………I get more than my 20%.

Green RAG ratings for off the job activity reflect this. Whilst she has some limited autonomy over her approach to work tasks, she requires guidance and support from her manager in her new role.

Despite the synergy between Helena's work development and university curriculum, work is not structured to ensure she can always apply knowledge to practice. Her ability to do so relies on self-direction and discussing CMDA requirements with her employer. Learning is most constrained by access to opportunities to learn outside of her job which she does not have autonomy to organise herself. This restricts development of KSBs that are not directly relevant to her role.

It is so hard to do that because you have to have those things in place.

Helena expects to learn through participating in daily practice. As trainee, learning is integral to her job. She identifies as a learner at work and understands how she needs to learn in her role. She is extrinsically motivated to learn at work and university. Becoming a manager and gaining the degree are equally important. The corresponding effort directed towards both explains her green RAG rating for progression in both domains.

For me, it would be completing the degree and the end point assessment.

Associated performance goals lead on a focus on university assessments and learning processes and procedures to be competent as a manager. This restricts engagement in reflection and seeking out feedback from others.

Despite green RAG rating for learning off the job Helena does not credit this to the tripartite meetings that take place regularly as required. Instead, her self-directed approach to accessing learning opportunities at work that align with university curriculum are cited as the reason.

It might be a different story if I didn't develop myself.

Helen views her employer mentor and provider mentor as separate sources of support. A limited employer and apprentice understanding of the purpose of the tripartite meeting and their roles makes them provider led. A mutual perception they are unnecessary for managing Helena's development arises because they duplicate developmental conversations already taking place at work with her line manager who is also employer mentor. This reduces them to a compliance exercise of limited usefulness for facilitating feedback and encouraging reflective practice.

Summary of Phase 1, Group 1: Learning as trainees

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 1: Phase 1, Group 1: Theme 1 Summary

RAG Data Phase 1 Group 1	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Edie					
Helena					
Violet					

Phase 1 Group 1	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCES AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role – recruit 1.1.1.2 Experiences of work more than 2 years 1.1.1.2.4 Trainee manager development post entry to work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.1 6th form 1.1.2.1.2 Standard L3 entry quals 1.1.2.1.3 A-levels 1.1.2.1.4 L2 maths and English achieved & evidenced. 1.1.2.1.5 Business subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.1.2 Experiences of knowledge in practice outside of role	1.2.1 An acquisitional learning approach 1.2.1.1 An acquisitional learning approach at university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Seeks academic knowledge at university 1.2.1.1.4 Surface strategy at university 1.2.1.2 An acquisitional learning approach at work 1.2.1.2.1 Learning to meet university criteria at work 1.2.1.2.2 Reflects alone at work 1.2.1.2.3 Works individually at work 1.2.1.2.4 Seeks procedural knowledge at work 1.2.1.2.5 Surface strategy at work

This group share recent prior experiences of education. All have achieved qualifications typical of entry into university. Achievement of level 2 qualifications in English and maths are confirmed through their green RAG rating for this requirement. A high self-efficacy for university learning is reflected in a green RAG rating for progression and engagement: ***coming straight out of education …………I'm used to theories and models………If anything, it just built on more knowledge that I already knew.*** (Edie).

A divide between formal and informal learning lies in limited experience of occupational practice in management and leadership. This constrains experiencing university knowledge in practice. A limited

capacity to reflect on the impact of learning on work contributes to a lower self-efficacy for learning. ***It's not really helping but it's not hindering, obviously because what I'm learning at uni isn't really tailored towards at work.*** (Edie). Instruction and guidance from established members of the workplace community is required. ***I have one to one sessions with my mentor …………to discuss my progression and any behaviours they would expect as a leader and how I can develop***. (Helena).

Variations in work experience emphasise the divide between university and work is personalised by experiences and their importance for understanding the value of university learning in practice. This is evident in the RAG data where Helena's green rating for learning at work is attributed to her experience of practice ***it probably enhances what I am taking from this course because I have got experiences to relate to the theory***, comparatively to her peers in this group: ***Perhaps if they explained a bit better why we were doing the activities like it was helping you to develop one of the knowledge skills and behaviours then that might be a bit more useful.*** (Edie).

The process of gaining new knowledge at work is acquisitional as apprentices orientate themselves to work and job role. Learning is explicit, deliberative, and easily qualifiable which makes articulating its occurrence at work straightforward and unambiguous: ***some of the theories such as rationalisation………… I've used that in the workplace ………….to organise the things that I need to be doing………to be more logical in my thinking.*** (Violet). It is an individual activity which restricts capacity for deep understanding through engagement in reflection with others: ***I'm doing so much research into the business …………. I'm always looking through the HR manual and things for further learning.*** (Edie).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 2: Phase 1, Group 1: Theme 2 Summary

Phase 1 Group 1	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	2.1.1 Complex tasks 2.1.1.1 Access to complex tasks 2.1.1.1 Access to complex tasks in daily practice 2.1.2 Autonomy 2.1.2.2 Low – bounded to set approach 2.1.3 Employer social support 2.1.3.1 Employer support high 2.1.3.1.1 Shared purpose for learning 2.1.3.1.2 Employer provides feedback on performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognises work learner identity 2.1.3.1.5 Employer has organisational and individual purpose for learning 2.1.4 Trajectory 2.1.4.2 Gradual 2.1.5 Workload 2.1.5.2 Manageable 2.1.6 Location 2.1.6.2 recent move to remote working 2.1.7 Size 2.1.7.1 SME 2.1.7.2 Large	2.2.1 Student led A forum for sharing ideas 2.2.2 Location 2.2.2.1 On campus 2.2.2.2 recent move to remote learning 2.2.3 Workload university 2.2.3.1 Workload university manageable 2.2.4. University social support 2.2.4.1 Tutor support 2.2.4.2 Peer support	2.3.1 University to work 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work 2.3.2 Work to university 2.3.2.1 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

There is an employer purpose for using the CMDA to support trainee managers. Therefore, learning is implicit to the role: *it was like getting used to the job and because I'm becoming more familiar with my role.* (Edie), and apprentice's status as learner at work is acknowledged. They have access to appropriately challenging activities which are visible through organisational performance management processes. This affords regular opportunities to discuss learning and development, aiding reflection on what has been learnt and clarifies onward learning objectives: *I'll have a catch up with my line manager and talk about my off the job training and development as well.* (Violet).

Workloads ensure a gradual and incremental stretch in work tasks and time is regularly dedicated to learning off the job. The intrinsic nature of gaining new knowledge through daily practice means this time is used for focusing on university assessments. This helps balance work and study and ensures engagement and progression at university: *my manager is absolutely brilliant………he lets me have study days every month.* (Helena). Apprentices have lower autonomy for applying university learning to work than established managers. They require direction towards activities that support the reconciliation of work and university. Limited employer understanding of university curriculum means

they take a self-directed approach to requesting these opportunities: ***I have to lead that, and I think it's very structured because I'm a very structured and organised person.*** (Helena).

Whilst university curriculum has recently moved online. Apprentices reflect on experiences of on-campus delivery. The usefulness of the student-centred delivery approach is varied by experiences of work. Violet is gaining new knowledge from interacting with other learners in this forum, ***the other companies…………. understanding that they manage things differently ………because I would have imagined they would manage in the same way but that's not the case,*** whilst Edie's limited experience of practice means she has not acquired sufficient knowledge of work to share in this forum and does not find these social interactions valuable: ***Perhaps if they explained a bit better why we were doing the activities like it was helping you to develop one of the knowledge skills and behaviours then I feel that might be a bit more useful.*** (Edie).

A limited employer understanding of university curriculum restricts feedback that supports understanding how their learning applies to practice: ***I feel like if he was more aware of what I was actually doing at uni.*** (Edie)**.** The inclusion of relevant work examples in university curriculum is variable. This has a corresponding impact on understanding the relationship between knowledge and practice: ***what I'm learning at uni isn't really tailored towards work.*** Edie*.* ***I'm absolutely taking everything that I'm learning back into work,*** (Helena).

An absence of deliberative work to university synchronisation limits opportunities for reconciliation, particularly where experiences of practice are most limited. This constrains reflection on how university learning supports work performance: ***if we'd had the business model canvas before the business environments, I would have been able to relate that more.*** (Violet).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 3: Phase 1, Group 1: Theme 3 Summary

Phase 1 Group 1	3.1 Expectations	3.2 Learner identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations learning at work** 3.1.1.1 Expects to learn through daily practice 3.1.1.1.1 Expects to acquire procedural and organisational knowledge 3.1.1.1.2 Expects to use off the job time for university assessments 3.1.1.3 Expects learning takes place through acquisition 3.1.1.2.1 Expects to learn through engaging in work tasks alone 3.1.5.2 Expects Learning at work is directed 3.1.5.2.1 Expects learning at work to be employer led 3.1.5.2.2 Expects employer to signpost to information/ opportunities 3.1.5.2.3 Expects learning to be organised 3.1.1.8 Expects Learning has a fixed end point **3.1.2 Expectations learning at university** 3.1.2.1 University learning through acquisition 3.1.2.1.1 Expects to acquire academic theory/ concepts 3.1.2.3 Expects university learning is directed 3.1.2.3.1 Expects university learning is teacher led 3.1.2.3.2 Expects university learning is organised **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1 Learning to be a manager 3.1.3.2 Expectations of successful learning at university 3.1.4.1 Attainment in assessment – grades **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.1 Self-efficacy learning at university high 3.1.4.2 Expectations of performance at work 3.1.4.2.2 Self-efficacy learning at work low	**3.2.1. Identity - learner at work** 3.2.1.1 Learner at work - inside role **3.2.2 Learner at university**

Apprentices expect to learn at work and university and to learn within day-to-day practice to become a manager: ***quite a lot of that does come from the role……. the tasks in my day job are still fairly stretching with it still being a fairly new promotion***. (Violet). Through acquisitional processes and direction. The attachment of training to job role ensures a strong work learner identity. This encourages engagement with learning activities at work: ***it's kind of the next step to become a supply manager.*** (Helena).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 4: Phase 1, Group 1: Theme 4 Summary

Phase 1 Group 1	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.2 Motivation extrinsic occupational competency **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award	4.2.1 Goal orientation learning at university 4.2.1.2 Performance orientation learning at university 4.2.1.2.2 Focuses on university assessments 4.2.1.2.3 Does not engage in reflection at university 4.2.1.2.4 Required direction 4.2.1.2.5 Avoidance – fear of failure **4.2.2 Goal orientation learning at work** 4.2.2.2 Performance orientation learning at work 4.2.2.2.1 Learning to meet requirements of university assessment 4.2.2.2.2 Employs a surface approach at university

There is a dual extrinsic motivation for learning at work and university where the achievement of an academic qualification and occupational competency are highly valued separately. The benefits of reconciling knowledge and practice are less well understood or valued: ***when you're applying for jobs the things that people look at are whether you've got work experience and the sheet of paper that say you've got a degree.*** (Edie). Short term goals extend to learning role requirements and achieving the degree. This influences an acquisitional learning approach to understand the processes and procedures necessary to do their job. This is restrictive to deep learning and reflection: ***a good outcome would be getting a promotion within a few years' time of completing the apprenticeship and to help me with my confidence***. (Violet).

THEME 5: TRIPATITE STAKEHOLDER INTERACTIONS

Table 5: Phase 1, Group 1: Theme 5 Summary

Phase 1 Group 1	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	**5.1.1 Understanding of purpose, commitment, roles and responsibilities within tripartite relationship** 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for learning in tripartite relationship** 5.1.2.1 A shared purpose from learning **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.6 provider does not provide academic support in tripartite meeting	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite **5.2.2 Tripartite composition/ dynamic** 5.2.2.1Dynamic 5.2.1.1.2 Provider led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3 Required frequency

There is a shared understanding within the tripartite relationship that learning is required within day-to-day practice. The apprentice's line manager occupies the employer mentor role, giving them oversight of the apprentice's development at work. Beyond this there is confusion about the purpose of the meeting, stakeholder roles, and responsibilities. A compartmentalisation of employer and provider roles leads to expectations that work, and university are supported separately. This leads to confusion about the provider's role in learning at work particularly where the apprentice – manager relationship is already established: ***because my uni mentor doesn't know me as well, she doesn't know my role that's where the gap is.*** (Violet), and dissatisfaction about limited provider input into academic progress at university: ***We have the mentor meetings but it's not a case of like when I have a grade back for instance, he knows about it as well.*** (Edie).

The RAG data shows stakeholders are engaged with tripartite meetings corresponding with a green rating. However, their impact on learning at work targets is inconclusive. A limited employer and apprentice understanding of their purpose results in passive engagement, and a provider led dynamic which is compliance oriented. Their usefulness as a collaborative forum to synchronise curriculum and reflect on experiences is limited, leading to negative perceptions of their value.

4.1.2 PHASE 1, GROUP 2: Learning as established employees

Apprentices in this group have prior experiences of work. Established within their job roles they have varied experiences as managers. Their expectations of learning at work are diverse and further segmented by expectations that learning takes place within or outside of their role.

PHASE 1, GROUP 2.1: Expects to learn at work inside daily practice

SOPHIA

Time at employer	Progress = formal learning aim	Attendance = formal learning	20% activity log	Tripartite meetings	Functional skills
10 years	(green)	(green)	(amber)	(green)	(green)

Sophia has worked for her organisation since its inception, progressing from project coordinator to overall manager. She has a professional qualification in management but no recent experience of formal education. An initial low self-efficacy at university improves as she experiences the value of her work experiences for contextualising university curriculum. She approaches learning through participation and recognises university learning applies in her daily practice.

Sophia has scope for learning through complex tasks she encounters in practice. She has autonomy to decide how to approach them enabling her to experience her university learning in practice. Due to the coronavirus pandemic Sophia is working from home. This change to her usual working pattern adds additional complexity to her job. The challenges of managing her team remotely have increased her scope for learning at work:

working remotely and not having staff here, thinking about what do staff need? And our clients and customers, how are we addressing their needs?

Her employer is supportive of her development through the CMDA; however, their understanding of university curriculum is limited which impedes synchronisation with work tasks. Working for a small not for profit organisation she finds university curriculum is often not relevant to work. This restricts her ability to reconcile knowledge and practice. Consequentially she spends longer acquiring knowledge of how theory applies to her work context:

I've had to adapt it………. It's never the case that I can just go away and just run with it.

This is amplified by the university's recent move to on-line delivery which further restricts access to advice and support from module tutors:

just chatting in class…………. they get to know you a lot better and understand where you're coming from and what the challenges are for you.

Her university experiences, mean she recognises she still has much to learn about practice and learning is occurring within day-to-day work. This has led to expectations for learning in role and

increased her work learner identity. An initial motivation for undertaking the CMDA for the accreditation of her workplace experience is replaced with intrinsic motivation for improving her practice to become a better manager:

that's just happening without having to think........ I've been able to think about how it relates to my work environment or practice, and I've been able to implement them really quickly.

Whilst stakeholders are participating in regular tripartite meetings collaboratively, roles, responsibilities and requirements are unclear. This limits Sophia and her line manager's engagement despite a clear purpose for her learning. A resulting provider led dynamic limits the planning and synchronisation of curriculum contributing to an amber rating for learning off the job. Although useful for helping Sophia and her employer to understand the requirements of the CMDA an earlier provider intervention to clarify purpose and roles would be beneficial for supporting learning at work earlier in the programme:

having that face-to-face meeting very early on ……. with the employer to make them understand a little bit more about the expectations and what's required ……. I think would be even more beneficial.

RUBY

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
30 years	🟩	🟩	🟧	🟧	🟥

Ruby has worked in her role as IT project manager for 12 years. Her employer previously supported her to undertake an HNC in computer studies which exceeds the standard entry requirements for the CMDA. Despite having achieved Level 2 maths and English at O level Ruby has not retained her certificates and is required to sit exams in both subjects before she completes her apprenticeship. Whilst happy to do this, she has not begun the additional learning. This explains her red RAG rating for functional skills. Differences in subject matter studied mean her prior education has not prepared her for learning on the CMDA. Her experiences of work counter this and she can identify learning occurring spontaneously through in daily practice. This gives her first-hand experience of how theory impacts on work performance, and she can reflect on these experiences.

Ruby's line manager is supportive of her undertaking the CMDA. Her autonomy for organising her own learning and her employer's limited understanding of the university curriculum restricts alignment with work. As a manager, Ruby is regularly exposed to complex work situations where she can apply her learning. This self-reliance means she does not always recognise these opportunities. Her ability to step outside her role and extend her knowledge of the organisation is restricted by a limited

organisational understanding of the CMDA. This impacts on her scope to learn from first hand experiences:

I did try from a finance point of view …………….it turned out that she just wanted me to fill in a gap for somebody and I thought, no, that's not what I want.

Despite scope for learning in role, high workloads restrict time for learning at work. Whilst afforded autonomy to fit this around her job, work demands often collide with assessment deadlines contributing to her amber RAG rating for learning off the job:

I take my 20% when my projects aren't running ……………this week work is full on so that's got to be the priority, so I'll take my 20% next week instead, or the week after.

Initial undefined expectations of learning on the CMDA have given way to an expectation she is learning through participating in her daily practice. The university programme provides alternative ways of knowing in practice, which has strengthened her work learner identity.

Her motivation for undertaking learning is twofold; to improve her confidence at work and to achieve a degree at a later career and life stage. An enthusiasm to learn at work means she actively seeks opportunities to apply learning to work and is motivated by its impact:

It's been a lot about me and my confidence to this point, however this last module …………………I'm absolutely doing that for my projects from now on.

An amber rating suggests tripartite meetings are not taking place as required. Ruby's line manager is not attending the meetings because he does not understand his role in the process:

he just can't afford an hour out of his life to sit there in a room ………. particularly if we're just randomly talking about things.

Ruby does not attribute this to the corresponding amber rating for learning off the job. Instead, she feels they unnecessarily duplicate conversations already taking place about her development. The notion learning at work should be managed and monitored is counter to her employer's expectation she is responsible for her own learning. Consequentially her employer does not engage with these meetings regularly or collaboratively. This makes them provider led restricting their usefulness for planning, synchronising curriculum, and reflection.

STELLA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
17 years	🟩	🟩	🟥	🟩	🟥

Stella is a service manager in her organisation. Experiences of education comprise of compulsory schooling and work training courses. She was admitted to the CMDA through her extensive work experience. This characterises the divide between formal and informal learning. An absence of certificated evidence explains a red rating for functional skills which she must complete alongside the CMDA. Limited experiences of education have left her unprepared for learning at university, and she has a low self-efficacy for learning in this domain. Her experiences of practice help contextualise learning to work to overcome this. She learns by taking a participatory approach which enables her to experience university learning in practice. This is reflected in an upward trajectory in her grades and her green rating for university progress and engagement.

when I got a low 2:2 on that I couldn't believe it........... I've had a couple of low 2:1s and then I've had a mid-2:1 so that's been amazing.

Stella's established position as manager gives her regular access to complex work tasks in daily practice and autonomy over how she approaches them. This enables her to apply university learning to work and evaluate the impact on performance. Remote working due to the covid 19 pandemic has made applying knowledge in practice difficult, limiting her ability to deepen her understanding though first-hand experiences:

we're going to use that at work……after Covid because it just came at the worst time because we just can't do anything face-to-face at the minute.

Stella has a supportive line manager who allows her time off the job to complete university work and attend university. His feedback helps her to reflect on the impact of her learning on practice:

he said do you know you've changed so much already, and I know I have; I just feel different, I look at things differently……... It opens your eyes to a whole raft of things I'd probably not considered before.

An expectation for learning at university and work and that university learning applies to practice leads to an emerging work learner identity. Stella is motivated by the ongoing improvement of her practice and the achievement of the degree qualification which are equally important. She focuses most of her attention on the latter and allocates 20% off the job time accordingly. She is behind in recording evidence of learning at work which are constrained by an unfamiliarity and limited engagement with the e-portfolio system. This is reflected in corresponding green and red RAG ratings for learning at university and work:

I've not used pebblepad yet............so that's something…… I've got to do.

Despite a green RAG rating for tripartite meetings. Stella is not clear about their purpose or benefit. This limits engagement and makes them provider led:

I'm just not really sure what I get back from it.……… I don't know what I expected but I think I expected a little bit more.

As an established manager she does not consider them necessary for helping her to plan and synchronise curriculum:

it would be irrelevant whether your mentor came or not, I'd still be able to facilitate the development and stuff.

SUMMARY OF PHASE 1 GROUP 2.1: Expects to learn at work in daily practice

THEME 1: APPRENTICE EXPERIENCES AND LEARNING APPROACH

Table 6: Phase 1 Group 2.1: Theme 1 Summary

RAG Data Phase 1 Group 2.1	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Sophia	🟩	🟩	🟧	🟩	🟩
Ruby	🟩	🟩	🟧	🟩	🟩
Stella	🟩	🟩	🟥	🟥	🟩

Phase 1 Group 2.1	Theme 1.1 Experiences of work & education		Theme 1.2 Learning approach	
THEME 1: APPRENTICE EXPERIEMCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established manager **1.1.2 Experiences of education** 1.1.2.2 no recent experiences of education 1.1.2.2.1 Non-standard entry experience 1.1.2.2.2 Professional management qualification 1.1.2.2.3 College/ vocational technical qualifications 1.1.2.2.4 Unrelated subject matter studied 1.1.2.2.5 Education to L2 1.1.2.2.6 Work training courses 1.1.2.2.7 Messed around in school 1.1.2.2.8 L2 English and maths achieved & evidenced 1.1.2.2.9 L2 English and maths achieved not evidenced 1.1.2.2.11 Not engaging with additional learning **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.1.2 Experiences of knowledge in practice outside of role 1.1.3.2 Experiences of practice inform knowledge		**1.2.2 Learning approach – through participation** 1.2.2.1 A participatory approach at university 1.2.2.1.1 Reflects with apprentice peers at university 1.2.2.1.2 Collaboration with peers at university 1.2.2.1.3 Employs a deep learning strategy at university 1.2.2.1.4 Reflects on the impact of work experience on university learning 1.2.2.2 A participatory approach at work 1.2.2.2.1 Reflects with colleagues at work 1.2.2.2.2 Collaborates with colleagues at work 1.2.2.2.3 Reflects on the impact of university learning on practice at work 1.2.2.2.4 Employs a deep learning strategy at work	

The divide between formal and informal learning lies in apprentice's experiences of education. These comprise of diverse experiences and qualifications which are often atypical of HE entry requirements. Where apprentices have achieved level 3 qualifications these may be vocational and acquired through developing technical competency at work. In some cases, these are waived due to work experiences

as specified within the occupational standard for Chartered Manager. ***I didn't do A-levels, I never went to university, I messed around in school.*** (Ruby). For 2 of the apprentices in this group L2 maths and English were not evidenced on entry to the programme. Additional learning is required alongside the apprenticeship due to an absence of certification and not attainment. Apprentices had a positive attitude to undertaking this additional learning but were not engaged with this requirement: ***I think that it will be good for me to do it, I don't know any maths now it's all changed so much since I did it.*** (Stella).

As experienced managers they have a platform to build on and evaluate new knowledge. The usefulness of work experiences for contextualising university learning accelerates self-efficacy in this domain. This is evident in green RAG ratings for university progression: ***I thought gosh we do loads of that at work whereas before I just thought what's that. But it's been beneficial to open my eyes up to being a better manager.*** (Stella).

The approach to gaining new learning is participatory and there is an understanding of how learning applies in the workplace which results in reflection: ***there was so much that I learnt from that………… we were already dealing with one HR issue and then as we completed it, we had another …………. I was able to go away and put it into practice.*** (Sophia).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 7: Phase 1 Group 2.1: Theme 2 Summary

Phase 1 Group 2.1	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice **2.1.2 Autonomy** 2.1.2.1 Autonomy to decide approach **2.1.3 Employer social support** 2.1.3.1 Employer shared purpose 2.1.3.2 Signposts to learning opportunities 2.1.3.3 Provides feedback on performance 2.1.3.4 Employer recognises work learner identity 2.1.3.5 Employer has individual and organisational purpose for learning **2.1.4 Trajectory** 2.1.4.1 Steep trajectory **2.5 Workload** 2.1.5.1 High workload **2.1.6 Location** 2.1.6.2 Recent move to remote working **2.1.7 Organisation size** 2.1.7.1 SME 2.1.7.2 Large	**2.2.1 Delivery approach** 2.2.1.1 Student led 2.2.1.1.1 A focus on sharing ideas **2.2.2 Location** 2.2.2.1 On campus 2.2.2.2 Recent move to on-line university learning **2.2.3 Workload** 2.2.3.1 University workload – manageable **2.2.4 University social support** 2.2.4.1 Peer support 2.2.4.2 Tutor support	**2.3.1 University to work** 2.3.1.1 Aligned University curriculum relevant to work context. 2.3.1.1.1 Provider familiar with work context 2.3.1.2 Not aligned University curriculum not relevant to work context 2.3.1.2.1 Provider does not understand organisational context 2.3.1.2.2 University assessments not relevant work context **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2.1 Tasks not synchronised 2.3.2.2.2 Employer unfamiliar with university curriculum

Complex tasks and problems occurring within daily practice and high autonomy present opportunities to apply learning: ***The things that I've learnt ……. I've been able to use in how we design the new website, so even something simple like the language that we've used.*** (Sophia). Although an employer purpose for learning is not explicit, there is implicit employer support and recognition of learner status at work. This corresponds with identification as learner within daily practice. Manager and peer feedback on the impact of learning on performance supported apprentices to articulate learning gained from these tacit experiences. This is a catalyst for reflection and improved confidence in what they know: ***they see it more than me actually…………. I suppose I've seen it once at work where I thought "oh," previously I think I would have been a bit shy of that.*** (Ruby).

The on-campus, student centred, mode of delivery that characterised the first 6 months of learning is useful for supporting an understanding of how knowledge applies to work, helping apprentices to critically evaluate their practice: ***It's just appreciating that whole range of ways of doing things and how what is important to one organisation is just not important to somebody else.*** (Sophia). University assessments guide the application of learning to live work tasks and problems: ***I've done a poster for all our new starters with a presentation that we're going to show to all our new starters.*** (Stella).

A limited employer understanding of university curriculum corresponds with an absence of deliberate synchronisation of university and work activities. A self-directed approach to identifying and executing learning at work leads to the identification of opportunities to learn in day-to-day practice: ***my line manager's brilliant; we talk all the time and whatever I would need they would find a way to give to me to be fair.*** (Stella).

The relevance of university curriculum to practice is varied by job role and sector, those in smaller organisations found university less aligned to work than their peers in larger organisations. Here, apprentices spent more time undertaking acquisitional learning to identify how theory applied in their work context. This constrained reflection on impact, restricting deep understanding: ***I've got to put in about 3 times as much effort to get to the same place as someone else ………. I would say that there's just too much focus on big business****.* (Sophia).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 8: Phase 1 Group 2.1: Theme 3 Summary

Phase 1 Group 2.1	3.1 Expectations	3.2 Learner Identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations of learning at work** 3.1.1.2 Expects to learn at work through participation 3.1.1.2.1 Expects to learn through engagement with the work community 3.1.1.2.2 Expects to learn at work through collaboration with others 3.1.1.6 Expects learning at work is self directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Learning at work is a continual process **3.1.2 Expectation of learning at university** 3.1.2.2 Expects to learn at university through participation 3.1.2.2.1 Expects to learn through collaborating with others at university 3.1.2.6 Learning at university is self-directed 3.1.2.6.1 Learning at university is student led 3.1.2.6.1 Learning at university is spontaneous 3.1.2.7 learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.2 To learn new knowledge for workplace practice **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.2 Self-efficacy for learning at university low 3.1.4.2 Expectations of performance in learning at work 3.1.4.2.1 Self efficacy for learning at work high.	**3.2.1 Learner at work** 3.2.1.1 Learner at work in daily practice. **3.2.2 Learner at university**

Initial unclear expectations about what learning at work on the CMDA would involve, give way to a recognition they are gaining knowledge through participation in day-to-day practice. *it's opened my eyes in terms of how things can work in another way………. I knew more than I thought I knew*. (Stella).

Early low expectations of their ability to study at degree level were offset by the usefulness of work experiences for contextualising theoretical concepts. This had a positive impact on confidence and performance at university, reflected in green RAG ratings: *it's an amazing feeling when you haven't failed anything, and your scores have improved……….so on a personal level it's just wow.* (Stella). *I feel like I'm in a position of confidence to not allow my lack of confidence to stop me from doing it………. that would be major success.* (Ruby).

A ubiquitous identity as learner at university are associated with green RAG ratings for progression and engagement. Work learner identities emerged with an increasing expectation of a divide between university and work within occupational practice. The university curriculum introduced new ways of knowing and understanding their practice, heightening awareness of the learning taking place at work: *it's mind-blowing how much I've learnt in such a short space of time.* (Sophia).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 9: Phase 1 Group 2.1: Theme 4 Summary

Phase 1 Group 2.1	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic – motivated by ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire for improved work performance -becoming a better manager 4.1.2.1.2 Enjoyment of learning 4.1.2.1.3 To share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter	4.2.1 Goal orientation at university 4.2.1.1 Learning orientation 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self-directed learning at university 4.2.1.1.3 Seeks out feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation at work** 4.2.2.1 Learning orientation at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn at work 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work

There is an extrinsic motivation for achieving the degree as part of the CMDA which is universally viewed as a second chance to achieve a higher qualification: *I just thought……I want one………it just felt like quite a lot of the time I'm standing in for people and all that they've got that I haven't is a degree.* (Stella).

A low self-efficacy for learning at university leads to a focus on understanding and becoming proficient in the requirements of university curriculum: *I was more anxious about how I was going to be learning and how well I would be able to keep up with the more academic learning.* (Sophia).

This prioritisation of university links to a universal green RAG rating for engagement and progress, alongside amber flags for off the job learning: *I've got some study time that I have at home…………I've had to do that or else I don't think I'd have been able to do it.* (Stella). Despite this there is an intrinsic motivation to use learning to improve practice as well as for personal gain: *what would really be successful is that I've really taken something from the whole experience and being able to put that into work.* (Ruby). The impact of new knowledge on practice increases intrinsic motivation as they seek out new opportunities to apply knowledge and make a difference in practice: *the satisfaction's amazing and I love it when I take what I've learnt back into the workplace.* (Ruby).

The realisation university learning has an impact on practice and acknowledgement learning is required at work leads to an expectation of learning as a continual process which extends beyond achieving the shorter-term goal of professional accreditation and the degree: *it is really about getting that background understanding, the theory, that practical understanding.* (Sophia). This encourages

apprentices to seek opportunities to apply learning to complex tasks or problems. They are willing to take risks and test out new ideas at work: ***I've got more confidence to go out of my comfort zone.*** (Stella) and engage in work conversations about the impact of learning on their performance: ***Already some people have kind of said to me you've kind of changed a bit and I'm more confident.*** (Ruby).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 10: Phase 1 Group 2.1: Theme 5 Summary

Phase 1 Group 2.1	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of purpose, commitment roles and responsibilities within the tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose within the tripartite relationship** 5.1.2.1 Shared purpose 5.1.2.1.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning 5.1.3.4 Employer views as tick box exercise	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.1.2 Meeting not tripartite 5.2.1.2.1 Employer not engaged in meetings **5.2.2 Tripartite composition/ Dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.2.1 Time constraints (employer)

There is no shared understanding of the roles, responsibilities, and commitment of each stakeholder within the tripartite relationship. Established relationships between employers and apprentices lead to confusion about the meetings purpose, the inclusion of the provider and their role in learning at work, the role of the employer, and the importance of their engagement with the process. Consequentially some employers disengaged from the process through a lack of clarity over their involvement and role. This explains the varied RAG ratings for tripartite engagement: ***The last meeting, he genuinely could not make that and this meeting…………I'd actually got him lined up to join the meeting, but she never mentioned him.*** (Ruby).

This group have existing relationships with their employer mentor who is their line manager. These relationships are deemed sufficient for facilitating learning at work, leading to perceptions of the tripartite meetings as duplicate or unnecessary: ***he's more than happy to allow me to just get on with things and be responsive to whatever I come back with and say I need.*** (Ruby).

This leads to expectations that the provider requires the meeting and must take the lead. This results in a provider led dynamic which is compliance focused and restricts their usefulness as a forum for active discussion about learning in practice.

PHASE 1 GROUP 2.2: Expects to learn at work outside daily practice

The 3 apprentices in this group are differentiated from the previous group of established managers through expectations learning is external to their job role. They are unified in their view there is limited scope for learning within day-to-day practice due to their extant competency in role. Consequentially learning is expected to take place either at university or through stepping outside of day-to-day practice to acquire new knowledge elsewhere in the organisation.

SEB

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
7 years					

Seb has worked his way up to his current job role as manager. He has achieved a level 3 qualification unrelated to his current job role or career path in its subject matter. Here the divide between formal and informal learning lies in his experiences of education. A low self-efficacy for learning at university leads to its prioritisation which is reflected in his green RAG rating for progress and engagement. He employs an acquisitional approach to learning at work through observing and shadowing in other departments using off the job time to seek out these opportunities. This extends his knowledge of work yet does not facilitate a deeper understanding of practice.

Seb's experience in role means he does not perceive he has access to challenging tasks. Access to learning opportunities outside this are restricted by his increased workload during the covid pandemic and organisational policy and processes. Although his employer is supportive and gives him autonomy to manage this, there is no shared purpose for developing management and leadership competency in role. He must prioritise the business operation. This is reflected in the RAG data that rates him amber for learning at work.

Seb believes he has knowledge to be effective in role and expects to step outside of it to learn at work. This leads to a work identity as learner outside of his role and he uses his off the job learning time to undertake these activities. This means university learning is often undertaken outside of contracted work time:

I'd rather do that at home and have extra free time at work …..........to go off and crash someone's meeting I shouldn't be at to find out what's going on or for the shadow days.

Seb's primary motivation for undertaking the CMDA is to develop his career. He has become stagnant in his current role and believes he has nothing further to learn. He focuses on learning to meet the requirements of his university assessments. He wants to change job role to facilitate greater scope for new knowledge in his day-to-day practice and develop his KSBs:

I spend a lot of my time in my comfort zone and have to really push my line manager and senior manager to say can I go and do something different.

Despite a green RAG rating for tripartite engagement Seb's tripartite meetings are not a collaborative forum for planning opportunities for learning within his day-to-day practice. A lack of understanding of the role of the employer and purpose of the meeting results in them being provider led, and compliance focused. Their limited value for planning opportunities to learn at work is reflected in an amber rating for learning off the job.

there's a little bit of don't forget to fill in pebblepad……… rather than the challenging or colloquial conversations to say, where is this taking you? what are you going to do with that? Are you actually using it in your role?

Although Seb's employer mentor provides feedback on his performance, his aspiration to move on, means he questions if his line manager is the most appropriate person to support these discussions.

My line manager does see changes and improvements………. then gives feedback on what I've done within role but………. it's probably [employer] mentor that will have that outside in view to……have conversations about what I can do next rather than what I can do to better myself now.

JUDE

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
14 years					

Jude has worked his way up to departmental manager in the customer service department. He has a level 3 qualification in sport and recreation. More recent formal learning includes in-company management training courses and various technical qualifications. His experience as a manager helps him contextualise and understand theoretical concepts in the CMDA curriculum which enables active engagement in discussions at university. Whilst this provides him with new perspectives on work practice, he does not view these as useful to his development as a manager. His proficiency in role leads to an acquisitional approach to learning at work through observing and shadowing in other departments. Off the job time is used to seek out these opportunities. This extends his knowledge of work but restricts a deepening understanding of practice.

He does not perceive tasks associated with his job role as new or complex enough to facilitate learning. His perceptions of employer support are rooted in his autonomy to organise his own learning combined with the willingness of different departments to provide him with the knowledge he requires to demonstrate he is learning at work.

Access to complex tasks outside of practice is restricted by time and workload reflected in an amber RAG rating:

you can be coasting through the day and then ………something's kicking off in America….it is hard to plan ………….so you take it when you can.

A lack of employer understanding of university curriculum means Jude is not afforded feedback that connects his learning to performance in role. This reinforces the notion his learning does not have impact on his practice.

As the only learner from his organisation undertaking the CMDA Jude finds university curriculum is dominated by those whose organisations are represented in greater numbers. This restricts his reflection with others on his organisation's practice:

things get overtaken by how they do things……. that's just one of the challenges of it giving the perspective of all organisations.

Whilst the achievement of a degree is not required for internal career advancement, he believes the accreditation of his managerial experience through a university degree will improve his career prospects. He has lobbied his employer to be allowed to undertake the programme and values the university components of the CMDA more highly than learning at work. This is reflected in his green RAG rating for engagement and progress at university. A corresponding amber rating for learning off the job reflects the effort directed towards this activity.

As an established manager Jude does not expect to learn through participating in his daily work and identifies as learner outside of role. There is an expectation learning is acquisitional which restricts opportunities to experience knowledge in practice.

An extrinsic motivation for gaining a degree and career promotion is reinforced by his employer's view that learning a personal endeavour. This is reflected in a performance orientation and focus on short term goals where the objective of learning at work is to meet the requirements of the university programme:

So, for my assignment ……. I met with the senior HR for Western Europe and talked about recruitment process.

Despite a green rating the tripartite meeting is of limited usefulness as a collaborative forum for planning opportunities to learn and develop in role. Opportunities for learning and development conversations and feedback on his performance are limited. This is reflected in his amber rating for learning off the job. Jude views the meetings as a tick box exercise which have no impact on the ongoing support, he receives for learning:

if those formal meetings hadn't taken place, I don't think I'd be in a different place to what I am now.

AIDA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
8 years					

Aida has worked for her employer in several roles. She attended a specialist business high school which has prepared her well for university learning on the CMDA. A distance away from her CMDA enrolment means the divide between formal and informal learning lies in her experience of education. An absence of accepted certification means she must sit a L2 English exam before completing her apprenticeship. She is unhappy about undertaking this additional learning and has not yet engaged with this requirement.

Her experiences of work mean she acknowledges university learning is beneficial to workplace practice; this is secondary to her personal goal of gaining a degree and reflected in her use of learning time off the job for university study:

it's finding what works best for you and I know what I'm doing when I have my study days and if I need extra time for study I'll speak to my manager.

There is limited scope for undertaking complex tasks within role and rigid organisational processes restrict autonomy to apply new learning to work. This constrains scope for stretching and extending knowledge within role. Aida's line manager gives her autonomy to plan her learning. She uses this time for university assessments which promotes progression at university and reinforces its prioritisation.

Aida expects to learn at university and for learning at work to occur outside of her daily practice. A prevalent professional identity impedes awareness and reflection on the impact of university learning on her performance.

Having decided not to go to university when she left school, the CMDA has provided a second chance to gain a degree without the associated financial cost. She values this highly and this is her primary motivation for undertaking the apprenticeship:

I've always wanted to do a degree so having the opportunity to do that is a great thing…………. *because obviously ………it's not a cheap thing to be doing.*

Consequentially opportunities to step outside of role to learn are constrained by time spent focusing on university. This is evident in green RAG ratings for university engagement and progression and red rating for learning off the job:

I'll definitely spend my own time doing it……. I'll take a weekend or one day to allocate to uni work. A focus on university learning restricts reflection on its impact on practice.

Although she has a green RAG rating for tripartite meetings Aida does not find these useful as a forum for discussing how she can develop her KSBs. They do not extend to discussions about how learning is impacting on her performance, restricting the capacity for critical conversations, deep learning, and reflection. This is reflected in the red rating for 20% off the job learning. There is a lack of emphasis on the importance of logging learning at work in portfolios in these meetings which exacerbates the lack of attention she affords this requirement.

in our first year we've been told that we're getting used to pebblepad …………. I'm not struggling with it I don't feel like I need any more support at the moment.

Aida feels there is a lack of clarity within the tripartite relationship about the off the job learning requirements of apprenticeship. Her interpretation of this as time to spend studying does not align with her employers. A lack of provider clarification leads to learning at work time being used to engage in university tasks and activities.

SUMMARY OF PHASE 1 GROUP 2.2: Expects to learn outside of daily practice

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 11: Phase 1 Group 2.2: Theme 1 Summary

RAG Data Phase 1 Group 2.2	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Jude	(green)	(green)	(amber)	(green)	(green)
Seb	(green)	(green)	(amber)	(green)	(green)
Aida	(green)	(green)	(red)	(red)	(green)

Phase 1 Group 2.2	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.2.2 Experiences of practice inform knowledge 1.1.1.2.3 Experiences of knowledge in practice 1.1.1.2.4 Experiences of knowledge in practice outside role **1.1.2 Experiences of education** 1.1.2.2 No recent experiences of education 1.1.2.2.1 Non-standard entry - experience 1.1.2.2.3 College/ vocational technical qualifications 1.1.2.2.4 Unrelated subject matter 1.1.2.2.5 Educated to L2 1.1.2.2.6 Work training courses 1.1.2.2.8 L2 English and maths achieved and evidenced. 1.1.2.2.9L2 English and maths achieved not evidenced 1.1.2.2.10 Equivalent L2 qualification achieved but not accepted 1.1.2.2.11 Not engaging with additional L2 learning **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.2 Experiences of knowledge in practice outside of role 1.1.3.2 Experiences of practice inform knowledge	1.2.1 An acquisitional learning approach 1.2.1.2 An acquisitional approach at university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy university 1.2.1.2 An acquisitional approach at work 1.2.1.2.1 Learns to meet university criteria at work 1.2.1.2.2 Reflects alone at work 1.2.1.2.3 Works individually at work 1.2.1.2.4 Learns to gain procedural knowledge at work 1.2.1.2.5 Surface strategy at work 1.2.1.2.6 Learns through passive observation at work

Experiences of work and education in this group are diverse. Whilst all have experiences as practising managers, experiences of education are distant, comprising a range of qualifications in unrelated subjects, that are non-standard for entry into university. This defines the gap between formal and informal learning: *I just had my NVQ in sport and recreation, that was level 3…. that was it really and my GCSEs.* (Jude).

Like the previous group, distant experiences of education contribute to a low self-efficacy for learning at university: *I'd never written an essay before this. Never done critical thinking or critical writing.* (Jude). Whilst there is an expectation experiences of practice are relevant to university learning and subject matter expectations learning takes place outside of daily practice means these experiences are not considered useful to learning.

In contrast to group 2.1, the learning approach is acquisitional. Unlike the apprentices training to be managers, this is not appropriate for generating new knowledge within day-to-day practice. Their engagement in activities such as observing, listening, and shadowing only provide a peripheral view of knowledge in practice, restricting capacity for reflection, critical evaluation and ability to build on

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existing experiences to gain a deeper understanding of practice: *I've been asking things like can I just go and have a day shadowing over in different departments which I never would have before.* (Seb).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 12: Phase 1 Group 2.2: Theme 2 Summary

Phase 1 Group 2.2	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	2.1.1 Complex tasks 2.1.1.1 Access to complex tasks 2.1.1.1.2 Access to complex tasks outside of daily practice 2.1.2 Autonomy 2.1.2.2 Low bounded to set approach 2.1.3 Employer social support 2.1.3.2 Employer support low 2.1.3.2.1 Employer does not recognise work learner identity 2.1.3.2.2 Employer does not share purpose for learning 2.1.3.2.3 No employer feedback on performance 2.1.4 Trajectory 2.1.4.3 no trajectory 2.1.5 Workload 2.1.5.1 High workload 2.1.5.1.1 Covid 2.1.5.1.2 Job responsibilities 2.1.6 Location 2.1.6.1 At workplace 2.1.6.2 Recent move to remote working 2.1.7 Organisation size 2.1.7.2 Large	2.2.1 Approach to university curriculum delivery 2.2.1.1 Student led 2.2.1.1.1 A forum for sharing ideas 2.2.2 Location 2.2.3.1 On campus 2.2.3.2 recent move to remote learning 2.2.3 Workload university 2.2.3.1 Workload university manageable 2.2.4. University social support 2.2.4.1 Tutor support 2.2.4.2 Peer support	2.3.1 University to work 2.3.1.1Aligned 2.3.1.1.1University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.2 Work to university 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

Tasks and problems encountered within day-to-day practice are not considered suitable scope for learning. High autonomy characterises the organisation of learning at work, guided by expectations learning is a formal process. This leads to engagement in acquisitional and deliberative activity which restricts a deep understanding of practice: *it's few and far between I'd actually go to them meetings, it's not something where I can add value unless I am asking questions or for clarification which I can only do so much of.* (Seb). Where apprentices do not have autonomy to make these arrangements, they feel unsupported to learn at work: *it can at times be quite tricky because not everything is new. ………. for us it's a bit harder to find the new things to do.* (Aida).

A corresponding lack of employer purpose for the apprentice learning at work separates knowledge from practice and fuels expectations learning is not required in role or of benefit to work performance. Here limited employer recognition of work learner status reinforces this view: *my line manager he is happy to let me get on with it………..as long as my actual job doesn't suffer, so I can spend time on whatever I think I need to do……providing support if somebody has put a blocker up in the way.* (Seb).

Practically time to learn off the job is at a premium due to substantive roles and responsibilities. High workloads conflict with, rather than compliment learning. Taking 20% off the job time regularly is challenging: *you can't let it interfere with your job sort of thing in terms of you are the customer service manager first and foremost ……………. they've always been quite firm in …. this is an add on.* (Jude). This is reflected in amber or red RAG ratings for achieving 20% off the job.

Support for learning beyond attendance at planned university learning is limited. Achieving this depends on individual organisational policies and procedures: *it's tricky at times because I guess for the things on your PDP that you need to improve on you can't necessarily get access to them really.* (Aida).

Like their peers in group 2.1 apprentices find the student-centred approach to university curriculum delivery beneficial to their learning: *people that are on the same journey……you can have conversations with them and bounce questions off each other.* (Aida). They find sharing ideas with their peers useful for completing their university assessments: *you'll get something that is not in the slides or in the notes that comes up in conversation………then you use that in your essay and run with it.* (Jude). University assessments guides engagement in acquisitional learning at work: *I've spent a lot of time in the marine department to find out about how they market their products and about how they engage with customers and create value for customers.* (Jude).

A limited employer understanding of university curriculum constrains opportunities for synchronisation with work: *I don't necessarily feel like I'm getting exposure to new functions altogether and new things.* (Aida). This restricts awareness of opportunities for learning within day-to-day practice. Consequentially conversations that illuminate the value of these experiences are not happening in the workplace. This constrains criticality and reflective practice and limits what is identified and recorded as learning, resulting in red and amber ratings for 20% off the job learning.

The university curriculum is relevant to work. This encourages social engagement and reflection on new knowledge and experiences: *if I hadn't been studying that …….at university there's no way I would have been able to carry that conversation, I wouldn't have known about it.* (Jude).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 13: Phase 1 Group 2.2: Theme 3 Summary

Phase 1 Group 2.2	3.1 Expectations	3.2 Learner Identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	3.1.1 Expectations Learning at work 3.1.1.2 Expects learning to take place outside of daily practice 3.1.1.3 Expects learning at work takes place through acquisition 3.1.1.1.1 Expects to acquire procedural and organisational knowledge 3.1.1.1.3 Expects to learn through engaging in work tasks alone 3.1.1.2.1 Expects to use off the job time for university assessments 3.1.1.6 learning at work is self-directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.6.2 Expects to seek out knowledge for themselves **3.1.2 Expectations learning at university** 3.1.2.1 Learning at university takes place through acquisition 3.1.2.1.1 Expects to acquire theory/concepts 3.1.2.3 Learning at university is directed 3.1.2.3.1 Expects learning at university to be teacher led 3.1.2.5.2 Organised 3.1.2.7 learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.3 Ability to advance career 3.1.3.2 Expectations for learning at university 3.1.3.2.1 Attainment in university assessment – grades **3.1.4 Expectations of own performance** 3.1.4.2 Expectations of performance at university 3.1.4.2.1 Self efficacy for learning at university low 3.1.4.1 Expectations of performance at work 3.1.4.1.2 Self efficacy for learning at work low	3.2.1 Identity – learner at work 3.2.1.2 Learner at work outside of role 3.2.2 Identity – learner at university

Expectations are learning is acquisitional and a process of deliberative and directed activity that takes place outside of role. This restricts learning through participation within day-to-day practice and opportunities to apply learning are missed. Apprentices struggle to fit learning into their off the job time. This is reflected in how they expect to use their 20% off the job time and leads to dissatisfaction about the time available to undertake the required learning on the CMDA: ***Obviously, you still have your day job to do, you can't just…. leave that.*** (Aida). This is reflected in their red and amber ratings for the 20% learning time.

Linked professional identities are prevalent in this group. This poses challenges for learning at work practically and pedagogically. It constrains access: ***those extra bits of learning and extra opportunities you do really have to search them out because it is a big business.*** (Aida) and restricts awareness of learning within day-to-day practice: ***I've got all of the skills I need to do my job at a good level and I'm just honing those skills rather than learning new skills.*** (Seb). This makes the process of demonstrating new learning at work more challenging.

Expectations for successful learning at work are related to career advancement: *to get a step up would just give me a broader picture from an organisational point of view*. (Seb) and attaining the degree qualification: *there is something to be said for the self-satisfaction of "I've done it" ……. meeting all those deadlines and getting the grade.* (Aida).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 14: Phase 1 Group 2.2: Theme 4 Summary

Phase 1 Group 2.2	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic career move **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 Extrinsic personal achievement 4.1.2.2.3 Extrinsic financial	4.2.1 Goal orientation at university 4.2.1.2 performance orientation - learning at university 4.3.2.1 Focuses on university academic assessments 4.3.2.2 Does not engage in reflection at university 4.3.2.3 Requires direction 4.3.2.4 Avoidance, fear of failure **4.2.2 Goal orientation at work** 4.2.2.2 Performance orientation learning at work 4.2.2.2.1 learning to meet the requirements of university assessment. 4.2.2.2.2 Requires direction at work 4.2.2.2.3 Does not engage in reflection at work 4.2.2.2.4 Does not seek out feedback at work

Extrinsic motivation such as degree achievement or promotion at work leads to a focus on the requirements of university learning. This is reflected in RAG ratings for engagement and achievement: *if you had said to me right at the beginning, I would have said just to get the degree………now if I'm being honest a successful apprenticeship would look like a 2:1 or higher.* (Jude).

External short-term goals mean learning is not viewed as an ongoing process of development. Apprentices do not seek out opportunities to apply university learning to reflect on practice. Engagement in learning at work is driven by meeting the requirements of university assessments: *I know my 20% equals one day a month ……………. the way I like to study is I take a day and I'm studying and then I know I've done what I have to do.* (Aida). This constrains learning from first-hand experiences and limits reflection and collaboration with others.

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 15: Phase 1 Group 2.2: Theme 5 Summary

Phase 1 Group 2.2	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of purpose, commitment, roles and responsibilities within the tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice learning in tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning.	5.2.1 Tripartite meeting 5.2.1.1 Meeting bipartite 5.2.2 Tripartite composition/ dynamic 5.2.2.1 Dynamic 5.2.2.1.2 Provider led **5.2.2.2 Employer mentor role** 5.2.2.2.1 Line manager 5.2.1.2.2 Outside of reporting line 5.2.1.2.3 Both **5.2.3 Frequency** 5.2.3.1 Required frequency

A shared understanding of the roles, responsibilities, and commitment of stakeholders within the tripartite relationship is absent. As established employees, apprentices have existing relationships with their employer mentor which are considered separate sources of support from their university mentor: *[university mentor's] been great …………my workplace mentor has been the same…………* (Jude).

The employer mentor is the apprentice's line manager. A motivation for learning and developing outside of role means this was not considered the most effective arrangement for facilitating ongoing development: *my line manger only sees me doing what I do in role ………it's probably [employer] mentor that will have that outside in view to say actually let's have these conversations about what I can do next rather than what I can do to better myself now.* (Seb).

The role of the employer in monitoring and managing workplace learning is not aligned with the self-directed way the apprentice is required to manage their own learning at work: *He said to me with the greatest respect if I am having to have those conversations with you then you shouldn't really be a manager and you shouldn't be on this course.* (Jude).

Green RAG ratings for tripartite meetings are characterised by corresponding amber or red ratings for learning at work suggesting regular tripartite meetings are not fulfilling their purpose. A limited mutual employer and apprentice purpose for learning, alongside confusion about the meeting's purpose and roles within, limits employer and apprentice engagement and makes them provider led. Consequentially meetings are brief, compliance focussed and are not useful for synchronising

curriculum or reflecting on the impact of university learning on work. ***Those meetings can sometimes feel like more of a tick box exercise.*** (Aida).

4.2 CASE STUDIES PHASE 2

Phase 2 of data collection takes place 13 months into learning on the CMDA. Apprentices have commenced their 2nd year. National coronavirus restrictions are replaced by a localised tiered system. Apprentices' ability to return to the workplace is variable by geographical location, organisational policies, and requirements of job role. Some have returned to the workplace on a hybrid basis where restrictions are in place to limit social interaction, whilst others remain working remotely. Although universities were authorised to reopen in the Autumn of 2020, CMDA delivery remains on-line to accommodate these wide-ranging requirements.

Evolving experiences of work and education remain instrumental in defining apprentice's successful learning. Cases remain segmented into those who are trainees and those who are established managers.

4.2.1 PHASE 2, GROUP 1: Learning as trainees

The 3 apprentices in this group remain in training roles and have accumulated occupational experience since phase 1. The initial necessity to acquire knowledge as part of orientation to role and organisation is replaced with a requirement to build on this knowledge through increased participation in occupational practice.

EDIE

Time at employer	Progress = formal learning aim	Attendance = formal learning	20% activity log	Tripartite meetings	Functional skills
1 year	🟩	🟩	🟧	🟩	🟩

Edie is established in her role as an apprentice. Evolving experiences of work have increased her confidence for learning in practice. She is developing an understanding of how university learning applies to work and is experiencing this through participation in daily practice:

it was just like everything was the same process to the interviews so using that made me feel a bit more confident rather than just going into the process and not knowing anything.

Having acquired the necessary procedural knowledge at work, she is benefitting from learning through social interactions with others. An increased understanding of her organisation leads to heightened self-efficacy for learning at work. This is bolstered by a return to the office which has increased her scope for learning through participation:

it's such a tight knit group in the office it's more about speaking to people so you bounce ideas off each other and that really accelerates learning.

Increased work responsibilities ensure access to more complex work tasks ensuring an evolving divide between work and university. A challenge is juggling work and learning in a fast-paced environment. This leaves limited time for reflection on how university learning applies to practice.

*things started to slow down at uni, and I could like reflect on everything and I was like wow ………….
how far have I actually come!*

She is not logging this learning regularly in her portfolio which is deprioritised over workload and keeping up to date with university assessment deadlines. Edie dislikes the process of logging her workplace learning, decreasing engagement in this activity. This is reflected in an amber rating for this requirement.

An increased employer understanding of CMDA requirements means there is more structure at work to synchronise university learning with work tasks. This is sometimes constrained by the lack of contextual relevance of university curriculum to her role in a small business:

it would definitely have been a bit easier if I was in a big organisation because it's to do with processes and systems so you would have a lot more processes you could talk about.

As a trainee Edie expects to learn at work and university and to learn through participation in daily practice. She maintains a learner identity at work and university. There is an increased intrinsic motivation to learn for the benefit of organisational practice. Successful acquisition of organisational and procedural knowledge means her goals for learning at work have extended to becoming a manager:

it obviously gives me the potential opportunity to manage more people.

Despite an ongoing green rating for tripartite meetings Edie's line manager's understanding of their role within the process has not moved on since phase 1. The meeting continues to be provider led and does not support work to university alignment or reflection on its impact. This is evident in an amber rating for off the job learning. Her university mentor is a useful source of support for addressing concerns relating to KSB development with her employer but limited in their scope for helping her to understand and articulate how she is learning in practice.

VIOLET

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
2.5 years					

Violet's evolving experiences of work and university subject matter is positively impacting on her progression at university, and she can identify where knowledge applies to practice. She has acquired significant technical knowledge associated with her role. She recognises ongoing learning is through active participation in practice. This approach contributes to green RAG ratings for university progression and engagement and learning at work.

I have the confidence to talk about the way in which the knowledge translates to my role …………I'm able to say what the impact and implications that would have on uni as well.

An increased departmental workload has changed organisational working practices for Violet's team. Exposure to new complex tasks has accelerated her technical knowledge, contributing to her achievement of the 20% off the job learning requirement. Despite this she finds balancing work and learning difficult and struggles to take this time consistently:

it does become a bit of a challenge………. there can be some urgent things that do crop up…………. I do try and take it as I can.

At university, her minority status as early careers apprentice within her cohort means she feels her experiences, and opinions are undermined by more experienced managers within the group:

a constraint of me putting myself out there more with uni is …………. some of the older guys that do have more experience don't value our opinions in some sessions as much as others because of our lack of experience.

This is further constrained by the on-line delivery at university*.*

Violet continues to expect to learn at university. At work she expects to learn through participating in daily practice and identifies as learner in her role. This leads to an intrinsic motivation to learn in both contributing to green RAG rating in both domains. Regular catch ups with her line manager and feedback on her performance from colleagues help her to identify longer term goals associated with becoming a manager.

feedback I received is that I need to make my senior manager more aware of me as a person rather than just as a member of her team…….so that's something that I'll be working on

Tripartite meetings have decreased in frequency since phase 1 due to diminished employer engagement and increased departmental workload. Consequentially meetings remain provider led and are not a collaborative forum for planning and aligning university and work tasks, resulting in an

amber RAG rating. This leads to compartmentalisation of employer and provider roles and challenges of balancing work and learning are not resolved in this forum:

there does need to be a bit of improvement on the links between the uni and my employer ……… there can be a bit of disparity between the expectations of the uni and the things I'm able to do and take on because of some of the constraints of time within my job role.

HELENA

Time at employer	Progress – formal learning aim	Attendance – formal learning.	20% activity log	Tripartite meetings	Functional skills.
3.5 years					

Helena has recently been seconded into a new role as departmental manager. A planned role change intended to stretch her scope for learning in practice. This ensures she continues to approach learning through participating in practice and has access to complex tasks that facilitate a deeper understanding of practice maintaining the divide between work and university:

It's massively helped me understand the wider picture of business and also about relationships ……….and what they actually mean within my own personal development.

A limited employer understanding of university curriculum means she takes a self-directed approach to university and work alignment. Work tasks are not synchronised with university restricting opportunities for application in practice. This has impacted on progress with her 20% off the job learning which has moved to and amber rating:

…………. like CSR etc. I don't have much to do with CSR within the business it's hard to kind of put it into practice.

Helena's opportunities to align university and work outside of her job remain restricted. She must be proactive about ensuring she gets these opportunities:

it's not like you've just done systems and processes; how can we help you …… and now how can you apply it to [employer]. ……….. It's very driven by the employee.

Helena has found maintaining motivation and engagement at university challenging due to home working and remote learning…. Balancing childcare and home-schooling responsibilities alongside remote work and study make it difficult to disengage from work and home life to learn. The shift to teacher centred delivery restricts collaborative learning with university peers:

you're not kind of feeding back and so I'm really missing that cross-network relationship type stuff.

University curriculum continues to be relevant to her workplace practice, and this promotes reflection on recent organisational changes she has experienced during the covid 19 pandemic. This has deepened her understanding of the theory and helped her to recognise its value in practice:

the theory has really helped me to go well actually why do we do it that way? ….. should we be doing it a different way? and that's helped me to become more critical of my own business.

Reflecting with others at university helps her to think critically about organisational practice:

I'm also gaining experience around what other people do as businesses as well from the other people on the cohort.

Helena expects to learn by applying her learning in daily practice. As a trainee she continues to identify as learner at work and university. Her primary motivation is to secure a permanent management position and to be recognised for her values, authenticity, and good practice. Her employer's shared intention keeps her motivated to develop at work and ensures a clear understanding of her ongoing development goals.

I suppose the main things I need to work on is………. how I get my work out of my team.………. That's something I'm having a regular conversation with my manager around.

Tripartite meetings have declined in frequency. The amber RAG rating is due to Helena's ongoing perception they duplicate conversations already taking place at work, are not useful for supporting learning at work, and an ongoing misalignment between the requirements of the tripartite meeting and the self-directed way she expects to manage her learning at work. She has stopped inviting her manager restricting its capacity as a collaborative forum to align university with work tasks:

now I've moved up in [organisation] do I feel comfortable taking my manager now who's a senior manager to one of those meetings? Probably not, because……. I'm already having them conversations.

Helena compartmentalises the support she gets for learning on the programme by university and employer respectively. She is comfortable with the support she gets from each and sees no value in a tripartite meeting.

it's just it's a tick box exercise........ if I've got any problems with like anything to do with uni I go to one of them as a support network, I don't go to my academic mentor.

Summary of Phase 2, Group 1: Learning as trainees

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 16: Phase 2, Group 1: Theme 1 Summary

RAG Data Phase 2 Group 1	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Edie					
Helena					
Violet					

Phase 2 Group 1	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experience of work 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role – recruit 1.1.1.2 Experiences of work more than 2 years 1.1.1.2.4 Trainee manager development post entry to work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice 1.1.3.2 Experiences of practice inform knowledge	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach a university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decreased collaboration with peers at university **1.2.2 Through participation** 1.2.2.2 Participation at work 1.2.2.2.1 Reflects with colleagues at work 1.2.2.2.2 Collaborates with colleagues at work 1.2.2.2.3 Reflects on impact of university learning on practice at work 1.2.2.2.4 Deep strategy at work

Experiences of work and education have evolved through participation on the CMDA, closing the initial divide between work and university. Successful acquisition of procedural knowledge related to organisation and job role means the process of learning is more implicit to practice. The divide evolves to make way for the establishment of development goals: ***I'm technically excellent in my job ……………. that doesn't necessarily mean I would be suited to a promotion because of the personal side.*** (Violet).

A familiarity with the procedural requirements of occupation and organisation means the acquisitional approach to learning that yielded successful outcomes in phase 1 is diminished in its usefulness for facilitating ongoing learning. A shift to a participatory approach maintains a divide between knowledge and practice. This involves engaging in feedback and reflection with others about the impact of learning on work: ***and I've gone ……….I don't think our processes are working right because we don't have the right people involved ………..the relationships to go with that and actually when we are reviewing them processes and they're thinking …….you're right Helena it's not something that they thought of.*** (Helena).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 17: Phase 2, Group 1: Theme 2 Summary

Phase 2 Group 1	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	2.1.1 Complex tasks 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice **2.1.2 Autonomy** 2.1.2.1 High decides task approach 2.1.2.1.1 Increased autonomy **2.1.3 Employer social support** 2.1.3.1 Employer support high 2.1.3.1.1 Employer shared purpose for learning 2.1.3.1.2 Employer provides feedback on performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognises work learner identity 2.1.3.1.5 Employer has organisational and individual purpose for learning **2.1.4 Trajectory** 2.1.4.1 Gradual **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.1.1 High workload covid 2.1.5.1.2 High workload job responsibilities 2.1.5.2 Manageable workload 2.1.5.3 Increased workload 2.1.5.3.1 Increased covid 2.1.5.3.1 Increased job responsibilities **2.1.6 Location** 2.1.6.1 At workplace 2.1.6.1.1 move back to workplace 2.1.6.2 Remote working **2.1.7 Organisation size** 2.1.7.1 SME 2.1.7.2 Large	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload university** 2.2.3.2 High 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.1 Tedious task 2.2.5.2 Not user friendly	2.3.1 University to work 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

Apprentices are engaging in increasingly complex work tasks as they evolve from orientation to engagement with practice. There is a corresponding increase in autonomy which affords scope to decide on the approach to work tasks and problems. This allows apprentices to test their learning in practice: ***I also use the university website a lot around self-awareness things to do with the team and……. the ……. CMDA as well I used quite a lot of tools from there.*** (Helena). A shared employer purpose for learning ensures a recognition of work learner identity and employer support that provides opportunities to receive feedback and reflect with others on what they have learned: ***it's kind of good in the sense of you get time to reflect in your one to ones as well.*** (Edie).

The move to on-line learning means university curriculum has shifted to a teacher centred approach. This limits social interaction at university and constrains reflection on experiences with tutors and peers: ***whilst we do have group sessions within the online learning it's only normally three or four of you………. and you're not kind of feeding back.*** (Helena).

Opportunities to apply university learning to practice are available but continue to be self-directed. A limited employer understanding of university curriculum restricts deliberative synchronisation of work tasks, and opportunities to apply learning in practice: ***whenever a topic does come along…………if [manager] knows then he would try to include more in my job towards it.*** (Edie).

The relevance of university curriculum to work is variable. Differentials between cases demonstrate the synchronisation of university and work is important for encouraging active learning and reflection: *The corporate systems and processes ………… really resonated with me because I was then able to translate that back to my own role ………….and think about how we add value…………………and how the supply chain adds value to the customer.* (Violet). *Being in a small organisation I've struggled sometimes with an assignment and what to include.* (Edie).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 18: Phase 2, Group 1: Theme 3 Summary

Phase 2 Group 1	3.1 Expectations	3.2 Identity
THEME 3: APPRENTICE'S EXPECTATIONS AND IDENTITY	**3.1.1 Expectations learning at work** 3.1.1.1 Expects learning at work to take place in daily practice 3.1.1.4 Expects to learn through participating in practice 3.1.1.6 expects learning a work is self-directed 3.1.1.7 Learning at work is a continuous process **3.1.2 Expectations of learning at university** 3.1.2.2 Expects to learn at university through participation 3.1.2.2.1 Expects to learn through collaborating with others at university 3.1.2.3 Expects university learning is formal 3.1.2.5 Expects university learning to be directed 3.1.2.5.1 Teacher led 3.1.2.5.2 Organised 3.1.2.6 Expects university learning to be self-directed 3.1.2.6.1 Student led 3.1.2.6.2 Spontaneous 3.1.2.7 Learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.1 Learning to be a manager 3.1.3.1.2 Transfer of knowledge back to work 3.1.2.1.3 Ability to advance career 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainment in university assessment –grades 3.1.3.2.2 To learn new knowledge for workplace practice **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.1 Self efficacy learning at university high 3.1.4.2 Expectations for performance in learning at work 3.1.4.2.3 Increased self-efficacy learning at work	**3.2.1 Learner at work** 3.2.1.1 Learner at work inside daily practice **3.2.2 Learner at university**

Apprentices continue to expect to learn at work and university. Expectations have shifted from perceptions knowledge is acquisitional to increased awareness it is occurring tacitly through participation in daily practice: *I'm learning things and work are actually implementing some of the things I learn.* (Edie). This results in increased reflection and critical evaluation: *the theory has really, really, helped me to go ………. should we be doing it a different way? … it's helped me to become more critical of my own business.* (Helena).

Expectations of successful learning at work are associated with advancing career: *if there is an opportunity…. I would be comfortable and confident about taking the role on and able to translate my abilities and feel happy I'm able to do that.* (Violet) and using knowledge to improve practice.

The ongoing attachment of learning to trainee roles and a shared employer recognition of work learner status means a strong work learner identity is maintained. This results in ongoing recognition

of opportunities to learn within role. There is a shift from being a novice in professional practice to a learner in the workplace as professional identities are constructed. *I'm currently in conversations with my manager about what I need to be doing to get the next promotion and to ensure I'm in a good stead to meet my long-term plan of becoming a manager and then a senior manager after that.* (Violet).

THEME 4: APPRENTICE'S MOTIVAION AND GOAL ORIENTATION

Table 19: Phase 2, Group 1: Theme 4 Summary

Phase 2 Group 1	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.4.1.3 Intrinsic ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 To share knowledge with others 4.1.2.1.4 Becoming a better manager 4.1.2.1.5 Organisational benefit	**4.2.1 Goal orientation at university** 4.2.1.1 Learning orientation – learning at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self-directed approach at university 4.2.1.1.3 Seeks out support and feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation learning at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 A Self-directed learner 4.2.2.1.2 Seeks opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work

Motivation continues to be towards learning at work and university and has evolved towards an intrinsic motivation for improving workplace practice: *I want to become a really well really well-known leader within the business that is actually authentic, cares about people ……. that really knows their true values.* (Helena). Apprentices are motivated by the impact of their university learning on practice. Consequentially their confidence for learning at work improves. This encourages them to share their knowledge and reflect with others: *seeing how some of the theories we learn in some of the modules, I find that really interesting and to understand there is theoretical underpinning to what we do in the day job.* (Violet).

Apprentice's goals have evolved from achieving occupational proficiency, to longer-term aspirations associated with ongoing workplace development. The university curriculum has raised their awareness learning is an ongoing process of development: *what the course has given me is the essentials to knowing what I'm getting myself into so I'm not an accidental manager, I'm going in head forward …………and that's really helped me.* (Helena). This encourages apprentices to seek out new opportunities to learn at work and feedback about their performance: *I'm going to ask her for some feedback around how have I been in terms of kind of a new starter manager.* (Helena).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 20: Phase 2, Group 1: Theme 5 Summary

Phase 2 Group 1	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of the purpose, commitment, roles and responsibilities within the tripartite relationship. 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 A shared purpose for apprentice learning within the tripartite relationship** 5.1.2.1 Shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning 5.1.3.3.7 Employer does not feedback on work performance	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite 5.2.2.2.1 Employer not engaged in meetings **5.1.2 Tripartite composition/ dynamic** 5.1.2.1 Dynamic 5.1.2.1.2 Provider led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.2.1 Decrease in frequency

Roles and responsibilities within the tripartite relationship remain unclear to apprentices and employers: *it's a learning on leaning sort of thing because [line manager] are learning and I'm learning about it.* (Edie). This is compounded by a change in employer mentor for Helena coinciding with employer disengagement from the process. There are variations in expectations of value of the meetings which is dependent on apprentice's autonomy to organise their own learning: *I'm working I'm doing a full-time degree, so I've already built a support network around me. I don't necessarily need that.* (Helena). *They would be a bit better if my employer mentor was able to attend a little bit more .... and work out a bit of a plan to help support me a bit better.* (Violet).

Tripartite engagement is RAG rated amber in 2 of the 3 cases with varied impact on apprentices RAG rating for learning at work. A decline in employer engagement restricts the evolution of the tripartite dynamic towards a useful forum for curriculum synchronisation. Where the tripartite meeting continues to take place as required there remains confusion about the employer and provider role. A continuation of passive employer and apprentice engagement makes them provider led, and compliance focussed. This restricts their usefulness for synchronising curriculum and discussing the impact of learning in practice: *the only things we actually discuss that I need to improve on is the consistency with pebblepad, it's nothing to do with my assignments and nothing to do with my job role.* (Edie).

4.2.2 PHASE 2, GROUP 2: Learning as established employees

This group are established in management roles within their organisation. They are differentiated by their expectations for learning inside and outside practice:

PHASE 2, GROUP 2.1: Expects to learn at work in daily practice

The 4 cases in this group share an expectation that learning at work occurs in day-to-day practice. For the majority this is ongoing from phase 1. An exception to this is Seb, whose job move has changed his expectations of learning at work.

SOPHIA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
10.5 years					

Having experienced the impact of the university curriculum on her workplace practice Sophia has a clear understanding of how she is expected to learn on the CMDA. She regularly applies university learning to tasks and situations in daily practice. She evaluates the outcome by reflecting by herself and with colleagues which helps her to articulate these experiences and deepen her knowledge of practice.

I'm actually now noticing where I'm putting things at uni into action and where I'm developing things at work related to what we've learned …………. it's more appreciation of the theoretical basis of some other things we do which I never really thought about before.

A recent organisational restructure has exposed Sophia to complex challenges at work, and she has autonomy to apply her learning to these situations. This increases scope for learning within day-to-day practice. Continued employer support means she regularly receives feedback on her performance which enables her to critically reflect on how university learning is supporting her ongoing development. This provides plenty of evidence to demonstrate she is learning at work.

I think I get loads of it......everything I do can be tagged against one of our KSBs.

Despite this, she has an amber RAG rating for recording this and finds achieving this, alongside work and university deadlines challenging:

You've just gotta make time to do it.

Sophia has returned to the office on a hybrid basis. She is benefitting from interactions with colleagues who are supportive and interested in her learning:

They're so invested in it. For them not to be involved would just be something very alien to them, they want to be part of this journey.

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Her employer's understanding of university curriculum has increased. There is frequent synchronisation of work activities with university learning and assessments for organisational benefit. This leads to conversations about learning where she receives feedback on her performance and its impact on organisational objectives:

they can see the impact ………. and even stuff around going back to stakeholders and understanding who we need to manage relationships with, who we need to develop ones with and how I've done that.

Her geographical location means localised restrictions on her travel have remained. Although university curriculum remains on-line, access to on campus facilities is restricted limiting face-to-face contact with other apprentices outside of timetabled sessions. This limits valuable interactions with peers.

There continues to be a lack of relevance of formal curriculum to Sophia's work context. She must seek guidance on how knowledge applies to practice:

it's about saying well where can I find out about how this applies to a charity and why is it different for a charity so how does that relate to us?

Sophia expects to learn through applying her learning to practice. She identifies as learner at work as well at university. Her situational experiences of knowledge support her academic learning resulting in green RAG rating for university progression and engagement. A motivation to share her learning for organisational benefit as well as to achieve the degree leads to learning orientated goals. She continually seeks out opportunities to apply her learning and asks for feedback on her performance:

Tripartite meetings remain on track and are RAG rated green. Stakeholders are engaging collaboratively, and a developing relationship helps to clarify roles and responsibilities and address concerns or misunderstandings:

this actually keeps it quite personal and issues that might then arise can be dealt with really quickly because you've built that relationship.

Sophia finds these meeting most useful for discussing her learning at work and helping her identify where learning is occurring tacitly in practice. It provides an employer supported forum for discussing her KSB development where her employer actively engages in supporting addressing gaps. She continues to be unclear about the role of the provider in these discussions.

say I'm struggling to find evidence and then [employer mentor] will be well you've done that, or you've done this that you could put in pebblepad ………. I'm not too sure what actually comes from the university.

RUBY

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
30.5 years	🟩	🟩	🟨	🟥	🟩

Ruby's evolving experiences of work and university help her understand how to learn on the CMDA. The relevance of university curriculum to work has increased her confidence about her knowledge of practice. She can effectively reconcile work and university when university subject matter aligns with work scenarios. She approaches learning through applying her learning to daily practice:

it makes me think about things so trying to draw out the theory to the practice of what I do every day.

Although she has autonomy to seek out opportunities to step away from her job role to develop KSBs, this is constrained by the impact of covid and an organisational restructure:

we're going through a bit of a restructure ………so the opportunity is not going to be high on anybody's list to make sure me as project manager gets a chance.

The relevance of university curriculum to work facilitates a deeper understanding of organisational practice. This enables Ruby to critically reflect on the usefulness of theory in the context of practice. A lack of shared employer purpose for learning means much of this reflection is undertaken individually:

that kind of made me think right this tool is actually useful but it's highlighted it doesn't actually work in some circumstances.

University resources do not always take into consideration the public sector context of Ruby's work. This means she spends time searching for resources to help her contextualise her learning to her organisation and job role:

they did a book that's really specific for the public sector strategy……. I kind of thought wow that's the book I'm missing.

Ruby expects to learn through applying her learning to work situations. She identifies as learner in daily practice and at university. Her motivation is for improved workplace performance and confidence in her knowledge of practice. An organisational requirement for her to have a degree to achieve promotion at work means this is equally important. She uses her 20% off the job learning time primarily to meet university assessment deadlines which is reflected in her green RAG rating for university progress and engagement. Conversely, she remains behind schedule with learning at work targets as she struggles to find time to regularly disengage from practice and reflect. Opportunities to record instances of learning in practice are missed:

when I've suddenly had a thought at work and thought oh that would be good as a bit of evidence, or I've just done an assignment……… I'll go and put that on but I'm not particularly good at setting aside 20 minutes a week to reflect on it.

There is a red RAG rating for tripartite engagement. The switch to remote tripartite meetings due to covid exacerbates ongoing misunderstanding over roles and responsibilities regarding their organisation and required attendance. Consequentially the employer has not been in attendance. Meetings have continued to be provider led and are not a forum for collaborative planning or aligning curriculum. The relationship Ruby has with her employer mentor and the support she receives for learning means she does not find these meetings necessary for supporting her learning at work.

if you had a more difficult employer mentor maybe ……………. because I don't have that I find it less useful.

STELLA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
17.5 years	🟩	🟩	🟥	🟩	🟥

Stella and has recently been promoted at work. This has surpassed her expectations of what undertaking the CMDA would help her achieve in her career. The job change has not been deliberatively aligned with her learning; however, her new line manager is supportive and has taken over from her previous manager as employer mentor.

In her new role, she is managing a complex change management project. This brings stretch and challenge affording her scope for ongoing learning at work. This aligns well with the current subject matter in university curriculum. She has autonomy over her approach to work challenges and uses them to test out her knowledge in practice. This gives her opportunity to reflect on how this supports her performance at work.

I ask the questions quicker ………even in this new role as they've been trying to implement something for a while, but they couldn't get certain staff on board ……. I got that person on board a lot quicker 'cause my approach is different.

She continues to make consistent progress academically however has found returning to university in year 2 challenging. A move up in work and academic level has been difficult. This is compounded by the remote delivery of the CMDA. Stella feels she has taken a step back and finds it difficult to seek support or clarify understanding on-line:

we spent a lot of the recall days online in breakout rooms and I didn't feel I got much from them days……… I really struggled with the assignment......... it's just knocked my confidence.

Consequentially she prioritises the goals that are important to her which are performing in her new role and at university. This explains the consistent green RAG rating for university progress and engagement. Whilst she understands evidencing learning at work is important for successful CMDA completion, this is afforded a lower priority. Despite her ability to articulate learning, she is not logging this in her portfolio due to anxiety about using the associated technology, combined with uncertainty about how to record her experiences as evidence. Consequentially she has fallen behind and is rated red for this requirement:

I only just updated the hours for year one of pebblepad and I had a look at it....... but I thought I've got enough on, and I just left it and the more I left it the more frightened I got of it.

Despite a green RAG rating for tripartite meetings and a collaborative approach, her new employer mentor is unfamiliar with the CMDA requirements. This results in a provider led dynamic. Whilst Stella acknowledges the meetings are a source of support they are not being used as a forum for aligning curriculum, providing feedback and reflecting on impact. This contributes to her red rating for learning off the job. Stella considers her learning at work to be her own responsibility, and the meetings are misaligned with the approach she expects to take to her own learning at work.

'Cause obviously a lot of its self-directed ……. I can't expect my work mentor to provide everything really.

SEB

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
7.5 years					

Seb has secured a secondment to a warehouse manager role within the company's logistics operation over the Christmas period. The rationale for this is to address the limited scope in his substantive role. His responsibility for a large team is key to the business' operation during the covid pandemic. He is working on site due to his key worker status.

He is finding the acquisitional approach necessary to learn his new role is a constraint to active participation in practice. This is limiting his experience of university learning in practice. Time to step away from the job, reflect, and log the time spent in learning is constrained. This is reflected in his amber RAG rating for logging learning at work.

He begins to view his learning differently and through an emerging expectation learning is self-mediated through his own day to day practice, he acknowledges he had scope for learning in his previous role:

I think some of the things I'm doing now I can bring back to role and be doing more than what I was before.

His position as established manager on secondment means he must learn quickly in a fast-paced environment. This increases the pressure he is already experiencing through work and study. A lack of familiarity with his new department has decreased his autonomy for organising opportunities for learning at work. This is counterbalanced by a heightened awareness learning is occurring in his new role.

Although Seb is working on site, restricted social interaction at work remain which limit his ability to engage collaborative learning with colleagues:

you can't just nip across to a different site because I want to go off and attend a meeting ……. I expect in the long term the feedback I get is probably not going to be as in depth as it was before.

He works within a team where there is some familiarity with the CMDA. This means his identity as a learner at work is acknowledged by his manager who has some experience of the programme. Whilst this is beneficial for enabling time away from work to learn, the alignment of university learning to work tasks remains up to his own self-motivation:

when I first started doing it kind of felt like I can use that as an excuse to get out and go and do this whereas now I never really mention it and I get support to do it.

Seb's job change corresponds with an increased expectation for learning in his role by applying university learning to practice leading to an identity as learner at work. An increased intrinsic motivation to learn for the benefit of organisational practice is frustrated by high workloads and a necessity to learn new departmental rules and processes have restricted his ability to understand the impact of his learning on practice.

Seb continues to utilise the various support opportunities available to him within the business and in addition to his line manager meets with a mentor outside of his main reporting line. This gives him a different perspective on his development. A green RAG rating indicates regular tripartite meetings. They continue to involve his permanent line manager whose increased understanding of the requirements of the CMDA means the relationship has developed into an employer supported forum that gives Seb a different perspective on his development from his line manager:

because they're talking about me to someone else rather than to me directly about myself ……………. I get to see that side of it.

This impact is tempered by his employer mentor's limited ability to support planning opportunities to align curriculum in his seconded role.

SUMMARY OF PHASE 2 GROUP 2.1: Expects to learn at work in daily practice.

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 21: Phase 2, Group 2.1: Theme 1 Summary

RAG Data Phase 2 Group 2.1	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Sophia					
Stella			(red)	(red)	
Seb					
Ruby			(amber)		(red)

Phase 2 Group 2.1	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.3 Increased experiences of work 1.1.2 Experiences of education 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.2 Experiences of knowledge in practice inform knowledge	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach a university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decreased reflection with peers at university 1.2.2.2.6 Decreased collaboration with peers at university **1.2.2 Through participation** 1.2.2.2 Participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on impact of university learning on practice 1.2.2.2.4 Deep strategy at work

The divide between formal and informal learning has evolved through experiences of education and work. Engagement with learning at university provides apprentices with new knowledge of practice alongside their engagement in increasingly complex work tasks. This supports recognition of a divide between work and university learning within their daily practice: *One of the things I researched …….* *was one of the biggest risks on a project every time will be the people and the communication…………… and although subconsciously I knew that actually makes you consciously think about it doesn't it?* (Ruby). *I looked at how we do our property management…………. and how it all links with the support team. ………… I went away to look at whether they could include property management within that CRM system……………that's basically made it more streamlined.* (Sophia).

Apprentices in this group share a participatory approach to learning at work where they engage in applying university learning to practice. This helps them to understand how knowledge applies to practice and provides them with experiences they can reflect on, increasing their confidence and deepening their understanding of university curriculum as they share their knowledge with colleagues and peers at work: *my manager said have you done that already, have you got them on board already?…...I said it was a different approach…….. I definitely feel a difference in myself.* (Stella). The

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move to on-line university delivery resulted in a decline in learning through participation at university restricting reflection on experiences of practice with peers and tutors: *we're not seeing each other then we're not having that monthly catch up and chat……………so you missed that social side of it*. (Seb).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 22: Phase 2, Group 2.1: Theme 2 Summary

Phase 2 Group 2.1	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice **2.1.2 Autonomy** 2.1.2.1 High decides task approach **2.1.3 Employer social support** 2.1.3.1 Employer support high 2.1.3.1.1 Shared purpose for learning 2.1.3.1.2 Employer provides feedback on performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognises work learner identity 2.1.3.1.5 Employer has organisational and individual purpose for learning **2.1.4 Trajectory** 2.1.4.1 Steep **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.1.1 Covid high 2.1.5.1.2 Job responsibilities 2.1.5.3 Increased workload 2.1.5.3.1 Increased workload covid 2.1.5.3.2 Increased job responsibilities 2.1.5.3.3 Increased workload job change 2.1.5.3.4 Increased workload Brexit **2.1.6 Work location** 2.1.6.1 At workplace 2.1.6.1.1 Move back to workplace 2.1.6.2 Remote working **2.1.7 Organisation size** 2.1.7.1 SME 2.1.7.2 Large	**2.2.1 University approach to curriculum delivery** 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.2 Not user friendly 2.2.5.2 Evidence requirements unclear 2.2.5.4 Technology barrier	**2.3.1 University to work** 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.1 Aligned 2.3.2.1.1 Employer familiar with university curriculum 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

As established managers apprentices have access to suitably complex work tasks within their day-to-day practice and autonomy to approach them using knowledge acquired at university. This ensures the divide between knowledge and practice is maintained and the application of university learning to work generates new knowledge they can reflect on: *I'm already starting to think about how can we implement some of this learning in the systems and processes.* (Sophia).

Social support at work means managers recognise apprentices work learner status and provide support in instances where they are unable to apply their learning within day-to-day practice: *I have kind of said [to my manager] that I feel now I have got a proper awareness of this and I could potentially involve myself in that bit and provide an actual net present value analysis of it and he said great I think that would be good.* (Ruby). This results in feedback on performance, helping apprentices to understand how knowledge impacts on practice: *they can see the impact…. on that and even stuff around going back to stakeholders and understanding who we need to manage relationships with, who we need to develop ones with and how I've done that.* (Sophia).

The move to on-line learning results in a teacher centred approach. This restricts its usefulness as a forum for collaborative learning and reflection due to decreased social engagement: *you learn so much by being together talking to each other about..... where we work, our experiences*. (Sophia). Opportunities to interact with staff and seek out help and support to understand how learning applies to their organisation or sector are constrained: *there's less of that since we've moved to online learning because the tutors don't get opportunity to get to know you at all and to check with you whether what you are learning you can apply that to your sector.* (Sophia).

The synchronisation of work with university curriculum is varied. Sophia's regular opportunities to work on projects with relevance to her university assessments enable her to experience theory in live work problems. She receives real feedback on the impact her work which supports critical evaluation of the usefulness of her approach: *I had to go away and implement all of that. So do like a restructuring staff description set up for a very fair and transparent recruitment process, the leader selection, processing interviews, deciding………. which obviously took quite a lot of time…………. think at the end of it we've come out stronger and better.* (Sophia).

In Stella's case her new role brings a project that has accidentally aligned with her university module. Here she reflects on how this enhanced her performance and effectiveness: *…….it really is giving me information as a manager to really help me with that, so it just came at the right time really this module did.* (Stella).

The alignment of university curriculum with work is variable. When this is present it deepens understanding of practice: *it really just mirrors what you need at work. You know some of the things I don't do like finance, so it means we consider things much more in finance I used to never even consider probably.* Stella. Where this is not present, more work is required to understand the relationship between university and practice: *I have to always translate what we've been taught in what is a very corporate business setting into a charity setting.* (Sophia).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 25: Phase 2, Group 2.1: Theme 3 Summary

Phase 2 Group 2.1	3.1 Expectations	3.2 Learner Identity
THEME 3: APPRETICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning to take place in daily practice 3.1.1.4 Expects to learn at work through participation 3.1.1.4.1 Expects to learn through day-to-day engagement in the work community 3.1.1.4.2 Expects to learn collaboratively with and from others 3.1.1.6 Expects learning at work to be self-directed 3.1.1.6.1 Expects to take responsibility for own learning 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Expects learning at work is a continuous process **3.1.2 Expectations of learning at university** 3.1.2.2 Expects to learn at university through participation 3.1.2.2.1 Expects to learn through collaborating with others at university 3.1.2.3 Expects university learning is formal 3.1.2.5 Expects university learning to be directed 3.1.2.5.1 Teacher led 3.1.2.5.2 Organised 3.1.2.6 Expects university learning to be self-directed 3.1.2.6.1 Student led 3.1.2.6.2 Spontaneous 3.1.2.7 Learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.2 transfer of knowledge back to work 3.1.3.1.3 Ability to advance career 3.1.3.2 Expectation of successful learning at university 3.1.3.2.1 Attainment in university assessment – grades 3.1.3.2.2 Expects to learn new knowledge for workplace practice **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university self-efficacy for learning at university high 3.1.4.3 Increased self-efficacy for learning at university 3.1.4.2 Expectations of performance at work 3.1.4.2.1 Self-efficacy for learning at work high	**3.2.1 Learner at work** 3.2.1.1 Learner at work inside daily practice 3.2.1.1.1 Increased learner identity in daily practice **3.2.2 Learner at university**

Apprentices expect learning takes place through their day-to-day practice and for university learning to benefit their performance in their existing role. This means they seek out opportunities to apply their knowledge to work tasks and problems which generates new knowledge within day-to-day practice.

Despite this, apprentices continue to be RAG rated amber or red for recording learning at work. An increased expectation this is a requirement for successful completion is tempered by limited prioritisation of recording learning in their portfolio. Time constraints and the establishment of articulating and logging tacit learning as a habit are suggested reasons for this: ***Keeping it up to date's always a bit challenging.*** (Sophia).

Apprentices identify as a learner at work as well as at university. There is an ongoing or increased awareness of learning occurring within day-to-day practice. Consequentially they reflect on the impact of learning on their performance: ***I've definitely had more success when implementing change just because I've approached things differently.*** (Stella).

Successful learning is associated with an ongoing development towards being a better manager: ***I can feel I've really learnt how to be a better manager.*** (Ruby) and implementing knowledge in practice: ***I want to be able to say that the end of this what learn I can be able to put into practice.*** (Sophia).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 24: Phase 2, Group 2.1: Theme 4 Summary

Phase 2 Group 2.1	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.2 Motivation for learning at work intrinsic 4.4.1.3 Intrinsic ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance - becoming a better manager 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter 4.1.2 .2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 Personal achievement	4.2.1 Goal orientation learning at university 4.2.1.1 Learning orientation learning at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.2 Performance orientation learning at university 4.2.1.2.1 Focuses on university academic assessments 4.2.1.2.2 Does not engage in reflection at university **4.2.2 Goal orientation learning at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 Self-directed 4.2.2.1.2 Seeks opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work 4.2.2.2.3 Not engaged in logging learning at work on Pebblepad.

A high value continues to be attached to university achievement which explains consistent green RAG ratings for university attendance and progression. At work there is a continued or increased intrinsic motivation to improve practice for personal achievement and to benefit the wider organisation: ***it's made me look at myself as what kind of a manager do I want to be and ……. that's become like really important to me.*** (Stella).

A motivation to learn for the benefit of improved professional practice raises awareness of the impact of university learning on work. This increases reflection: ***I don't think I used to communicate with my team as much about development opportunities for the charity whereas ……………………………. I'm doing a lot more of that than what I used to do.*** (Sophia).

A focus on long term development goals means apprentices seek out feedback at work to help them understand how their learning is impacting on practice: ***I'm going to book that back in hopefully for tomorrow or next week for some feedback initially to say how does it feel like it I'm doing.*** (Seb).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 25: Phase 2, Group 2.1: Theme 5 Summary

Phase 2 Group 2.1	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	**5.1.1 Understanding of purpose commitment, roles and responsibilities in the tripartite relationship.** 5.1.1.2 No shared understanding. 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice learning in tripartite relationship** 5.1.2.1 Shared purpose 5.1.2.1.1 Employer begins to understand organisational benefits 5.1.2.1.2 Apprentice begins to understand organisational benefits 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.6 provider does not provide academic support in tripartite meeting 5.1.3.3.7 Employer does not feedback on work performance 5.1.3.4 Employer views as tick box exercise 5.1.3.3.2 Compliance focused 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite Employer not engaged in meetings **5.2.2 Tripartite composition/dynamic** 5.2.1.1 Dynamic 5.2.1.1.2 Provider led 5.2.1.1.1 Employer supported Change in tripartite personnel 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.2.1 Decrease in frequency

Where the tripartite meeting is regularly taking place there is an emerging understanding of stakeholder commitment, roles, and responsibilities. Employers are actively engaged in aligning curriculum and supporting apprentices to reflect on impact. This is most beneficial when the tripartite dynamic has maintained consistency of employer personnel: ***there's a bit of talk around what's coming up and what you're going to be doing………. I know my work mentors got the KSBs ……and we look at that.*** (Sophia). In Ruby's case ongoing confusion and lack of understanding of the employer role in the process has resulted in persistent disengagement from her line manager. Her continued compartmentalisation of employer and provider support leads to confusion about the role of the provider mentor in learning at work and she is dissatisfied with the lack of academic support these meeting provide: ***If I was to be totally honest it isn't that useful really.*** (Ruby). Where new personnel are in place, employer enthusiasm to support is tempered by a limited understanding of process, and requirements: ***I think it's important for your employer to hear it from someone else as well not just you………so they fully understand the requirements.*** (Stella).

Tripartite meetings continue to take place as required in all but one of the cases. Ruby, Seb, and Sophia have retained the same employer mentor. Where there is ongoing tripartite engagement and consistent personnel, the meetings have evolved to become employer supported and provide a

collaborative forum for discussing development goals and synchronising university curriculum with live work tasks and problems: *my workplace mentor always makes time for tripartite meeting and is actively involved in that conversation……………..she puts her input and talks and shares.* (Sophia).

In Ruby's case, employer mentor disengagement limits the meetings usefulness as a forum for planning and reflection. Meetings remain provider led, and reliant on the apprentice's reflection on work experiences to collate suitable portfolio evidence: *she was kind of saying it would be useful to set about 20 minutes of time aside a week to do a bit of reflection …………. that's easier said than done.* (Ruby).

PHASE 2, GROUP 2.2: Expects to learn at work outside of daily practice.

The remaining 2 apprentices are differentiated by their expectation learning occurs outside of day-to-day practice either in university or through engaging in learning at work outside of their role.

JUDE

Time at employer	Progress = formal learning aim	Attendance = formal learning	20% activity log	Tripartite meetings	Functional skills
14.5 years					

An organisational restructure means Jude's managerial role is extended to cover another department. Whilst this expands his knowledge of the business, he does not acknowledge he has scope for learning within day-to-day practice. An ongoing acquisitional approach to learning outside of his role limits his understanding of knowledge in practice and the divide between formal and informal learning lies in his experiences of knowledge in practice:

It hasn't really changed how I manage my own team.

This, combined with limitations on the knowledge-based activities he engages in at work, restrict his capacity to learn through experiencing his knowledge in practice. An increased awareness of the requirements of apprenticeship mean he understands he must evidence learning at work; he continues to expect this learning to take place outside of his role.

Jude continues to have autonomy to organise his own learning and manages his time according to work priorities. Remote working makes accessing learning outside of his role challenging as visits on-site to different departments are restricted. Consequentially active learning and collaborative working are constrained. Ongoing organisational change has increased workload in recent months; however, Jude does not see any scope for learning in these increased job demands. A continued employer emphasis on prioritising his day job restricts his ability to utilise his 20% off the job learning time. His employer's limited understanding of university curriculum means he does not receive feedback from

his manager about the impact of his learning on his performance and opportunities to extract learning from everyday practice are missed.

As a singular apprentice from his organisation Jude finds discussions at university are dominated by perspectives and opinions of those represented in greater numbers. Whilst he finds the views and experiences of his peers useful, this restricts his active participation in discussions and reflection with others on his own experiences of practice.

His expectations have not yet given way to the notion learning is useful in day-to-day practice. He continues to expect learning to take place outside of his role and identifies as learner at work accordingly:

it's certainly helped me when I venture outside of the department.

His motivation for learning remains extrinsic. Performance goals include academic attainment, achieving the degree, and promotion. He continues to be highly engaged and perform well in university assessments which is where he directs most of his focus. This is reflected in his green RAG rating for progress and engagement at university. The requirement to log learning and development at work is of secondary importance. He finds this to be time consuming, exacerbated by a complex system, and university and work deadlines. This explains his amber RAG rating for this requirement.

Pebblepad is like Kryptonite I've struggled with it but now I've submitted my latest assignment I've got some time on it.

A green RAG rating for tripartite engagement reflects compliant but brief employer engagement. A limited employer shared purpose for Jude's learning leads to confusion over their role in learning at work. Meetings remain provider led and are not a collaborative forum to align curriculum or help Jude understand the impact of his learning on practice. This is reflected in an amber rating for learning off the job:

they're pretty brief, I mean it's just a case of how's it going, how are you coping?.......Have you been busy at work? And have you been able to put a few things into practice and that's about it.

There is confusion over whether Jude's line manager or employer mentor should attend these meetings which has impacted on consistency of personnel. Jude believes the involvement of both parties give a perspective on his role and development.

AIDA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
8.5 years	🟩	🟩	🟥	🟨	🟥

A continuation in role means Aida's divide between university and work continues to lie in experiencing knowledge in practice. She takes an acquisitional approach to learning by seeking out opportunities to engage in deliberative learning outside day-to-day practice. Whilst this extends her knowledge it restricts deepening her understanding of the impact of knowledge on practice.

Aida's scope for learning at work through engaging in complex tasks has not increased. Her dissatisfaction with this is partially responsible for her decision to move roles within the business. She hopes this will increase her scope for learning.

it should give me a lot more kind of project work leading people, managing people, working with people cross functional work, things like that.

Limited autonomy to apply learning in her role or organise learning in other business areas is compounded by organisational barriers to access and limited social support. Instead, she looks for opportunities to learn in her own time.

Increased workloads due to covid and an organisational restructure restrict time away from role to apply newly gained knowledge to practice. Aida does not see any scope for learning in these job demands.

Her expectation learning takes place at work in other areas of the business is ongoing. An associated work learner identity outside of her role restricts her experiences of learning in practice:

I got promoted three years ago…. before that I was in the same department for like 4 years …… I know my job role.

Achieving the degree continues to be her primary extrinsic motivation. She fears high workloads put her ability to do this at risk. She increasingly uses her 20% off the job time to focus on university assessments. This impacts on work, life, and study balance and is reflected in green RAG ratings for university progress and engagement and a red rating for logging learning at work:

I can barely do my day job and try and do the bare necessary minimum for the course which doesn't feel great …………. I don't have the time to do that as well and so it's trying to survive basically.

Aida's tripartite meetings have declined in frequency placing her progress at amber. Her line manager's engagement has diminished due to high workloads and time constraints, restricting a collaborative dynamic and their understanding of the requirements of the CMDA. This, means

meetings remain provider led, limiting their usefulness for consolidating learning. This leads to a red rating for off the job learning.

it just feels like a tick box exercise because ……….my manager hasn't been really involved in the whole university development process so I don't feel like they can bring anything useful to that meeting.

SUMMARY PHASE 2, GROUP 2.2: Expects to learn at work outside of daily practice.

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 26: Phase 2, Group 2.2: Theme 1 Summary

RAG Data Phase 2 Group 2.2	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Jude					
Aida					

Phase 2 Group 2.2	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied 1.1.2.3 Increased experiences of education **1.1.3 Experiences of apprenticeships** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.2 Experiences of knowledge in practice outside of daily practice	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach at university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decreased reflection with peers at university 1.2.2.2.6 Decreased collaboration with peers at university 1.2.1.2 Acquisitional approach to learning at work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works individually 1.2.1.2.3 Procedural knowledge 1.2.1.2.4 Surface strategy at work 1.2.1.2.5 Learns through passive observation at work

Despite an increased acknowledgement that learning must be demonstrated at work apprentices' engagement with the university programme alongside work has not increased their recognition of a divide between university and work. This continues to exist outside of day-to-day practice, arising through limited opportunity to experience new learning in role and the notion university curriculum is not of benefit towards developing in day-to-day practice. They continue to engage in learning outside of daily practice which is often guided by the requirements of university curriculum and assessment: *the sales manager was showing me about new products we're launching………for our customer value proposition module last year and he spent ages talking to me about how our products create value*. (Jude).

Apprentices are characterised by their ongoing acquisitional approach to learning. This is useful for extending knowledge but does not afford opportunities for experiencing the impact of their learning

through application to practice. This restricts critical evaluation of the value of theory in practice:

there's the women's leadership activity [university] is doing so I signed myself up to that. (Aida).

Scope and time constraints attached to accessing this learning restricts the evidence apprentice have of learning at work and they remain behind in their RAG rating for learning off the job.

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 27: Phase 2, Group 2.2: Theme 2 Summary

Phase 2 Group 2.2	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: Scope for learning	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.2 Access to complex tasks outside of daily practice No access to complex tasks **2.1.2 Autonomy** 2.1.2.2 Low – bounded to set approach **2.3 Employer social support** 2.1.3.2 Employer support low 2.1.3.2.1 No employer recognition of work learner identity 2.1.3.2.2 Employer does not share purpose for learning 2.1.3.2.3 No employer feedback on performance **2.1.4 Trajectory** 2.1.4.3 No trajectory **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.1.1 Covid high workload 2.1.5.1. 2 Job responsibility 2.1.5.3 Increased workload 2.1.5.3.1 Increased workload covid 2.1.5.3.2 Increased job responsibility **2.1.6 Work location** 2.1.6.2 Remote working **2.1.7 Organisation size** 2.1.7.1 SME 2.1.7.2 Large	**2.2.1 University approach to curriculum delivery** 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High university workload 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.1 A tedious task 2.2.5.2 Not user friendly	**2.3.1 University to work** 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

Apprentices have autonomy to apply their learning to practice, however high workloads constrain their ability to undertake the learning outside of role they believe is required to fulfil the CMDA requirements: ***there's always something going wrong ……….and having to drop everything to jump on it, so it's hard to dedicate 20% and be disciplined about it.*** (Jude). Low levels of social support correspond with an ongoing lack of employer awareness of university curriculum, resulting in limited awareness of how daily work challenges contribute to learning. ***I did flag to my manager I didn't feel like I could get ………enough from my current role in terms of development.*** (Aida).

Learning off the job is determined by access to opportunities which explain differences in red and amber RAG ratings for off the job learning: ***in terms of anybody giving me extra opportunities…….. nobody's there to support you.*** (Aida).

The remote delivery of university curriculum compounds the challenges of work study balance. Whilst there are green RAG ratings for progression and engagement, ongoing on-line delivery restricts disengagement from practice and learning off the job. This further diminishes university as a forum

for discussion, peer interactions, support, and reflection: ***I can be on and off my e-mails until lunchtime.*** (Aida). ***when we are physically in class it seems to be easier than virtually.*** (Jude).

A continued limited employer shared purpose for learning restricts understanding of university curriculum. The synchronisation of university with work experiences is an ongoing challenge reinforcing individual goals and extrinsic motivation. Employers do not recognise instances where university has contributed to performance in work tasks and activities. Thus, their feedback remains restricted and opportunities to learn deeply from experiences are missed: ***my line manager has never once said to me what's this latest module you're doing or what are you working on at the minute...... maybe it was just an oversight on her part, but she just didn't take an interest.*** (Jude).

Work context is not integrated into university curriculum. A limited provider awareness of apprentice's role as established managers leads to delivery of subject matter that does not reflect their experiences. This limits apprentices' ability to extend their knowledge of practice: ***the business is so big, it's so complicated, we obviously have more knowledge of it …………………. and then we'll have challenges because [tutors] think it shouldn't work this way…. then we have to explain why…………. I feel like that really takes away from study time*** (Aida).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 28: Phase 2, Group 2.2: Theme 3 Summary

Phase 2 Group 2.2	3.1 Expectations	3.2 Learner Identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations for learning at work** 3.1.1.2 Expects learning to take place outside of daily practice 3.1.1.3 Expects learning at work to take place through acquisition 3.1.1.3.1 Expects to acquire procedural/ organisational knowledge 3.1.1.3.2 Expects to use off the job time for university assessments 3.1.1.3.3. Expects to learn through engaging in work tasks alone 3.1.1.3 Expects learning at work to be directed 3.1.1.5.1 Expects learning at work to be employer led 3.1.1.5.2 Expects employer to be signposted to information 3.1.1.5.3 Expects learning at work to be organised **3.1.2 Expectations of learning at university** 3.1.2.2 Expects to learn at university through participation 3.1.2.2.1 Expects to learn through collaborating with others at university 3.1.2.3 Expects university learning is formal 3.1.2.5 Expects university learning to be directed 3.1.2.5.1 Teacher led 3.1.2.5.2 Organised 3.1.2.6 Expects university learning to be self-directed 3.1.2.6.1 Student led 3.1.2.6.2 Spontaneous 3.1.2.7 Learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.2.1.3 Ability to advance career 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainmet in university assessment – grades **3.1.4 expectations of own performance** 3.1.4.1.1 Self efficacy for learning at university high 3.1.4.1.2 Self efficacy for learning at university low 3.1.4.2.1 Self efficacy for learning at work high 3.1.4.2.2 Self efficacy for learning at work low	3.2.1 Learner at work 3.2.1.2 outside role – outside of daily practice 3.2.2 Learner at university

An increased expectation learning at work is a CMDA requirement is juxtaposed with the ongoing perception it is acquisitional and takes place through deliberative and planned activity, outside role. This influences engagement with learning at work as opportunities are continually sought externally: *I had to go to HR and talk about corporate social responsibility and what our policies are and finance to look at our budgets.* (Jude). They miss opportunities to apply university learning to work situations, deepen their understanding of their own practice, and critically evaluate theoretical concepts. Expectations of successful learning are linked to career advancement and attainment on the degree programme: *I would like to think somebody who is senior management team ready……success would be I get the degree.* (Jude).

Extant professional identities combined with perceptions learning is acquisitional leads to the notion they are not learners within their day-to-day practice. *The business version of customer service I know inside out, but it's outside of that that's been a good challenge.* (Jude).

Therefore, an awareness of the impact of learning on work performance is limited: *It hasn't really changed how I manage my own team. I wouldn't say we're in a routine but we're certainly quite stable and we do what we do.* (Jude). This constrains learning practically and pedagogically as opportunities to recognise and reflect on learning taking place through challenging tasks in daily practice are missed. Practically, time and access to learning outside role is an ongoing struggle which limits evidence of learning at work. This is reflected in red and amber RAG ratings for learning off the job: *I don't feel like I have time to do extra things and those are things that need to go into the pebble pad……… that's definitely an anxiety, kind of finishing that.* (Aida).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 29: Phase 2, Group 2.2: Theme 4 Summary

Phase 2 Group 2.2	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.2 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic Career move **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.2.1.1 Extrinsic Academic achievement leading to degree award 4.2.1.1.2 Personal achievement	4.2.1 Goal orientation – learning at university 4.2.1.2 Performance orientation at university 4.2.1.2.1 Focuses on university assessments 4.2.2.2 Performance orientation – learning at work 4.2.2.2.1 Learning to meet the requirements of university assessment 4.2.1.2.4 Avoidance, fear of failure **4.2.2 Goal orientation – learning at work** 4.2.2.2 A performance orientation – learning at work 4.2.2.2.1 learning to meet the requirements of university assessment. 4.2.2.2.2 Employs a surface approach to learning at work 4.2.2.2.3 Not engaged in logging learning at work in pebblepad

An extrinsic motivation towards achieving the degree and career progression is ongoing. This contributes to a high prioritisation of, and engagement in, university learning: *to obviously shoot for a 2:1 and to get the degree and success looks like promotion to the senior management team.* (Jude). This is where they focus most of their time which explains the green RAG rating for university engagement and progression. *I used Thursday afternoon to do my referencing for my previous assignment because I knew it was getting fairly close to submission.* (Jude).

An associated performance orientation drives an acquisitional and surface approach to learning. Apprentices prioritise acquiring new knowledge outside of their role, either using their time to complete university assessments or undertake learning in other areas of the business where time and access are issues: *it's really, really, hard to find additional learnings I can apply …………so I'm trying to find things I can do at night.* (Aida).

This explains the green ratings for progression at university and amber or red RAG ratings for learning off the job: *if I'm asked hand on heart do I always do the 20% every week………. I don't, but I do always get my work in on time, and I've got a pretty good record of getting ok grades last year*. (Jude).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 30: Phase 2, Group 2.2: Theme 5 Summary

Phase 2 Group 2.2	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice's learning in the tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.7 Employer does not feedback on work performance	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite Employer not engaged in meetings **5.2.2 Tripartite composition/ dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.1.2.1 Line manager 5.2.1.2.2 Outside of reporting line 5.2.1.2.3 Both **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.3 Decrease in frequency

The purpose of the tripartite meeting and roles and responsibilities within it remain unclear to employers and apprentices. The scarcity of employer support for learning and development in role is mirrored within this dynamic. A lack of a shared employer purpose for learning means they are not engaged in providing feedback about work performance, synchronising curriculum, or supporting critical reflection: *if [university mentor] were to say could you tell me what he's been working on, could you tell me some of the stuff he's been doing………… They wouldn't be able to answer that*. (Jude).

A motivation for learning outside role and desire to move away from existing position means they question the usefulness of the current line managers role in the process. Jude has found the introduction of an external mentor outside of the tripartite dynamic more helpful: *the mentor has been very useful to be constructive criticism and to and to give me a sort of direction*. (Jude).

Although tripartite relationships are comprised of the same personnel. They remain brief, provider led, and compliance focused: *they're quite brief meetings because they are basically saying, yeah, no problems, Jude seems to be juggling it well, trust him.* (Jude)**.** Their frequency is variable. Whilst Jude's RAG rating remains green, Aida's are amber due to a drop in employer interest and involvement as workloads increase due to the ongoing challenges of global pandemic and Brexit: *To put it into perspective we've been so busy at work we haven't even had half year reviews or appraisals kind of at a work level never mind anything above work so it's difficult.* (Aida)**.**

The RAG data shows whilst both apprentices remain behind with their off the job learning the most limited engagement corresponds with diminished tripartite engagement. Where tripartite meetings are taking place, ongoing confusion about the employer mentor role means they have not yet evolved into an employer supported forum for synchronising university with work tasks and problems.

4.3 CASE STUDIES PHASE 3

Phase 3 of data collection takes place approximately 21 months into learning on the CMDA. The UK is emerging from a second national coronavirus lockdown which saw remote working arrangements continue for some learners. HE institutions moved learning back online after closing early for Christmas in 2020 in accordance with government guidelines. These restrictions were not lifted until June 2021.

Whilst apprentices remain differentiated by learning for training or development, their experiences within these groups are heterogeneous at this stage and distinguished by personal trajectories and organisational change. They are no longer distinctive groups of trainees and established managers sharing ubiquitous characteristics.

The expectation learning at work takes place through participating in practice and at university is universal across all cases. The divide between formal and informal learning is acknowledged within day-to-day practice. This is demonstrated by an increase in expectations learning at work is occurring tacitly in practice and corresponding work learner identity. Consequentially cases are no longer segmented by this. Instead, they are differentiated by motivation for, and approaches to, learning at work and interactions with organisational structure. The cases in this phase are subdivided into those who are motivated by ongoing development in practice and have a learning orientation and those who are extrinsically motivated and performance goal oriented who place a higher value on external goals.

4.3.1 PHASE 3, GROUP 1: A learning goal orientation

Apprentices in this group share a common a learning orientation towards developing at work. Learning is most successful for those where a shared purpose for learning with their employer is maintained or has developed over time. Cases diverge into those who have a shared purpose for learning with their employer, and those where this is absent or diminished.

PHASE 3, GROUP 1.1: A shared purpose for learning at work with employer:

The 3 cases in this group comprise of apprentices who are in learning as trainees and those already established in practice as managers. They share a learning orientation combined with an aligned employer purpose for learning.

EDIE

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
1.5 years					

Edie is established in a job role with an operations focus. This gives her some stability and enables her to balance university and work requirements. She is increasingly aware of how learning impacts on work performance, which contributes to a green RAG rating for off the job learning.

I don't know if it's just because it's…….my own conscious mind like knowing this is what you're doing there so that counts towards that.

Edie can articulate the impact of learning on practice in depth and detail. An alignment of relevant subject matter with work experiences supports this. She recognises her experiences of work are helpful for testing theory in practice. This facilitates the successful completion of university assessments ensuring a green rating for progress in this area:

one of my key evaluative points was…………. each person is from a different generation and how talent can be rewarded to meet each generation's needs.

She continues to receive employer support for learning at work and feels included as a member of the workplace community who recognise her status as a learner. Her experiences of knowledge in practice give her confidence to reflect with colleagues, deepening her understanding of her performance and development needs.

although people at work haven't actually done the Insights I can recognise ……. the colours in people ………….…you're more able to communicate efficiently with people and you're not burning bridges ….........because you're dialling up more of your red to communicate with certain people.

Edie's growing understanding of work is not reflected in her interactions at university due to ongoing remote delivery. She finds speaking up and contributing to on-line discussions intimidating. This minimises reflection with peers and tutors on her workplace practice and development:

in uni I was one of them people that was constantly putting their hand up……… within Teams ……. I'm just the opposite and don't say much……. I'd rather just listen.

An employer understanding of CMDA requirements has evolved over time and they are actively involved in aligning complex tasks with university curriculum.

they're putting things in place so I'm capable of doing these things. It is very much a collaborative thing.

As an apprentice working for a small employer Edie's work context is not embedded within university curriculum. This makes it harder for her employer to align workplace tasks with university curriculum and for Edie to understand the impact of university on practice:

it was just really hard to put into perspective of a small business because it was framed from a large business perspective.

As a trainee Edie expects to learn through applying learning in daily practice and identifies as a learner in her role and at university. A dual intrinsic motivation for learning at work and university is linked to the benefits of learning on work and academic performance. She is learning orientated and seeks out opportunities to learn and gain feedback on her performance. This is reflected in her green RAG ratings for work and university learning.

A green RAG rating for tripartite engagement corresponds with an increase in Edie and her employer's understanding of the purpose of the tripartite meeting and their role within it mean they have evolved into a forum that is employer supported. This helps Edie to recognise how she has developed in practice and prompts her to log evidence of this in her portfolio:

I think it reminds me to do it.

SEB

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
8 years					

Seb has moved back to his substantive role following his secondment as warehouse manager. His experiences of university learning in practice lead to reflection on his development. This is useful for evidencing development at work. He acknowledges key to this is an awareness of learning through participating in practice which can be lost if not captured in the moment.

it's there in your mind and you're also applying that and then seeing the results of it and then go actually, I couldn't do this a year ago or I was really worried about doing it......... but I deal with it in a different way, or it manifests in a different way.

His line manager's increasing awareness of the CMDA and its value in the workplace results in a deliberative approach to aligning curriculum improving Seb's access to complex tasks and his ability to synchronise them with university. A heightened employer awareness of impact leads to reflection with others and critical evaluation of theory and practice.

It's………. more collaborative, say where you're getting support or being noticed and being pushed because I'm pushing myself.

University relevance to work deepens Seb's knowledge and understanding of management and leadership practice. He finds this most useful when it aligns with a work project or activity. He reflects on the impact of his knowledge and uses it to develop his practice further:

I was actually putting together a bit of a budget for a project I was doing using some of the knowledge I learned from uni to build that all up and then using that experience to reflect on.

An expectation learning at work takes place through participation means he as a heightened awareness of learning occurring tacitly through daily practice and expects this knowledge to contribute to his university assessments and portfolio of work learning. Seb's initial professional identity as expert has given way to a strong learner identity in practice and he views learning at work in a different way. He is still getting used to learning through experiences and sometimes misses opportunities to record this learning. Consequentially he continues to have an amber rating for recording learning at work:

It's about changing how you do it…… it's easy to forget when you're actually in the moment ……….and so the tricky part is to always have that at the forefront of your mind.

Seb is motivated by the impact of university learning on work performance. He appreciates learning is a process of ongoing development within his role. His reflective approach means he recognises how the CMDA helps him to achieve this goal. His improved self-efficacy in work and the enjoyment of applying his learning in practice further motivates him to approach learning in this way.

It keeps you motivated and keeps my performance higher……….…….. it's become more enjoyable to actually come to work and do what I'm doing and having that kind of joined up approach.

A green RAG rating for tripartite meetings is supported by consistent personnel. These have evolved to a useful forum for supporting learning and reflection. This helps Seb to understand and articulate his development more effectively as he leads discussions about his development in this forum.

we've built up a bit of a relationship, and I feel more confident I can be more open …………. it's got to that point where I can sit and just talk.

He particularly values the meetings as additional learning time with his line manager to discuss opportunities to learn at work. As the relationship has developed, he feels more confident about using this time to reflect on his development and seek out feedback.

it also prompts me to ask questions more because I want to know how I'm doing or if there's anything else I can do or if I'm asking for extra stuff and it's an opportunity to get feedback.

SOPHIA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
11 years					

Sophia has regular experiences of university learning in practice in her role. At work she approaches learning through applying her knowledge to her daily practice. She requires more guidance on how to articulate these examples as evidence of KSB development as she gets closer to apprenticeship completion. This is constraining the evidence she is recording in her portfolio which is reflected in her amber RAG rating for this requirement:

when we're completing Pebblepad what information do I need?........... that should be in place already. That shouldn't just be something we eventually get too.

Sophia continues to have scope for learning within her role due to ongoing exposure to complex organisational challenges which enable her to experience knowledge in practice. These experiences support her performance in university assessments:

In those instances, you tend to have a better grasp of………. answering the question or you're trying to complete an assignment rather than when it's a bit abstract.

As overall manager of the organisation she has ongoing autonomy to decide how to approach work tasks and challenges. A developing employer recognition of the impact of her learning leads to collaborative discussions about how she can optimise her learning in the workplace. Live work tasks and problems are increasingly synchronised with university. This results in work conversations that deepen her knowledge and understanding of impact, ensuring her learning always has real purpose in practice she can reflect on:

The conversations we have are very insightful and very comprehensive so that really helps because you can see where it's going. It's not just doing something for the sake of it, it's having a bit of a benefit in the real world.

Sophia continues to expect to learn through applying knowledge to practice and increasingly these experiences to contribute to her learning at university. This maintains her identity as learner in daily practice. She is motivated by the value her university assessments add to the organisation as well as her own development. These first-hand experience of knowledge in practice contribute to her green RAG rating for academic performance.

A green RAG rating for tripartite engagement encompasses a consistent tripartite dynamic where there is clarity and understanding over tripartite purpose, roles, responsibilities and commitment. These meetings have evolved into a collaborative forum where the employer supports the alignment

of university with work and Sophia leads discussions about the impact of new knowledge in practice. This supports the process of critical reflection and analysis required for university assessments and portfolio work.

because [employer mentor] has that understanding of what's going on at university…………. she can bring that into any meetings we have at work as well, so it is making sure that it all links in really well rather than being…………. different expectations from different people.

SUMMARY PHASE 3 GROUP 1.1: A shared purpose for learning at work with employer.

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 31: Phase 3, Group 1.1: Theme 1 Summary

RAG Data Phase 3 Group 1.1	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Sophia					
Edie					
Seb					

Phase 3 Group 1.1	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPECTATIONS AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role recruit 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established manager 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1. Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice inside role 1.1.3.1.2 Experiences of knowledge in practice outside role 1.1.3.2 Experiences of knowledge in practice inform knowledge	1.2.1 Acquisition 1.2.1.1 Acquisitional learning at university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decrease in collaboration with others at university **1.2.2 Through participation** 1.2.2.2 Through participation at work 1.2.2.2.1 reflects with colleagues 1.2.2.2.2 collaborates with colleagues 1.2.2.2.3 Reflects with others on the impact of university learning on practice. 1.2.2.2.4 Deep strategy at work

Apprentices in this group are increasingly aware of the divide between formal and informal learning within day-to-day practice. This has evolved through engagement with incrementally complex work tasks and problems and through new knowledge gained at university that presents them with alternative perspectives on practice. There is an increased awareness that university and work knowledge are reconciled tacitly in daily practice. This helps apprentices to identify and articulate this knowledge: *you don't realise it's actually sunk into your head until you actually come across the situation.* (Edie).

Apprentices are learning through participation in workplace practice and engaging socially and collaboratively within the work community. This has been facilitated by a return to the workplace. They seek out and receive feedback from others which helps them critically evaluate the impact of theory on practice, extract learning from their everyday experiences, and articulate this as evidence

for portfolios: ***I'm asking for feedback and I'm just sharing generally where my thoughts are, what I'm doing at uni.*** (Seb).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 32: Phase 3, Group 1.1: Theme 2 Summary

Phase 3 Group 1.1	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	2.1.1 Complex tasks 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice 2.1.1.1.2 Access to complex tasks outside of daily practice **2.1.2 Autonomy** 2.1.2.1 High – decides task approach 2.1.2.1.1 Increased autonomy **2.1.3 Employer social support** 2.1.3.1 Employer social support high 2.1.3.1.1 Employer shared purpose for learning 2.1.3.1.2 Employer provides feedback on performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognition of apprentices' work learner identity 2.1.3.1.5 Employer has organisational and individual purpose for learning 2.1.3.2 Increased employer social support **2.1.4 Trajectory** 2.1.4.1 Steep 2.1.4.2 Gradual **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.2 Manageable workload 2.1.5.3 Increased workload 2.1.5.3.2 Increased job responsibilities **2.1.6 Work location** 2.1.6.1 At workplace **2.1.7 Organisational size** 2.1.7.1 SME 2.1.7.2 Large	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.3 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High university workload 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.1 Evidence requirements unclear	2.3.1 university to work 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work 2.3.2 work to university 2.3.2.1 Aligned 2.3.2.1.1 Employer understands requirements of university curriculum.

Apprentices have autonomy to apply university learning to increasingly complex work situations in their daily practice. This ensures a divide between university and work is maintained and learning has real organisational impact. This facilitates the contextualisation of theory and its impact on practice and vice versa: ***Not just work towards uni, but when I'm doing something at work. Can I use the theory I've just been looking at and then when I've done that, apply that into my assignment?*** (Seb).

High levels of in person social support at work creates access to these opportunities and ensures apprentices receive feedback. This promotes spontaneous reflection that generates new knowledge of practice: ***my manager and his manager and I guess the rest of the senior team all know I'm on it they probably ……. ask me to pick up different things up than I've done before. So, you do kind of get extra exposure as well.………you've got a target to work towards, and it's something I really want to do for myself and all that kind of comes together.*** (Seb).

The ongoing on-line delivery of university curriculum restricts its usefulness as a forum for disengaging from practice and reflecting with others. Limited social support from university staff and peers restricts collaborative engagement: ***I'm just the opposite and don't say much and because I'd rather just listen to what everyone else is saying.*** (Edie).

Employer engagement with the university curriculum has increased through experiencing its benefits in organisational practice. This strengthens the apprentice and employer mutual purpose for learning. There is a purposeful alignment of work and university learning for individual and organisational benefit: ***they have been more collaborative…………………. they've been more actively involved ……. in aligning those things together and then helping support the business.*** (Sophia).

The relevance of university curriculum to work is variable. Where work situations are not included learning is constrained: ***it's much more challenging when you've got such a stand-alone business, I feel like I copy across ………………. the e-mail about 10 times just so they have an idea of the context.*** (Edie). Apprentices must seek support to help them understand the relevance of theoretical concepts which is limited by on-line learning: ***in the classroom it would be a case of they come round to each table, see how you getting on what business are you from…*** (Edie).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 33: Phase 3, Group 1.1: Theme 3 Summary

Phase 3 Group 1.1	3.1 Expectations	3.2 Learner identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning to take place in daily practice 3.1.1.4 Expects to learn at work through participation 3.1.1.4.3 Increased expectation for learning at work though participation 3.1.1.6 Expects learning at work to be self-directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Learning at work is a continuous process **3.1.2 Expectations of learning at university** 3.1.2.1 Expects to learn at university through acquisition 3.1.2.2.1 Decreased expectation for learning through participation at university 3.1.2.3 Learning at university is directed 3.1.2.3.1 Learning at university is teacher led 3.1.2.3.2 Learning at university is organised 3.1.2.4 Learning at university has a fixed end point 3.1.2.5University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.1 Learning to be a manager 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.1.3 Ability to advance career 3.1.3.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainment in university assessment – grades 3.1.3.2.2 To learn new knowledge for work practice 3.1.3.2.3 To just get through it **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.1 Self efficacy for learning at university high 3.1.4.2 Expectations of performance at work 3.1.4.2.1 Self efficacy for learning at work high	**3.2.1 Learner identity at work** 3.2.1.1 Learner identity inside daily practice **3.2.2 Learner identity at university**

Apprentices expect learning to occur tacitly through participation in day-to-day practice providing evidence they can record in their portfolios to meet the requirements of the CMDA. Whilst there is increased evidence of this it has still to become an established routine which in 2 of the 3 cases results

in an ongoing amber rating for off the job learning: *it's easy to forget then when you're actually in the moment……… the tricky part is to always have that at the forefront of your mind to get it rather than afterwards.* (Seb).

Whilst successful learning is associated with achieving the degree, it is also linked to learning new knowledge for improved practice. At work expected outcomes are becoming a manager, transferring knowledge back to work for organisational benefit in addition to career advancement: *you kind of have that feeling of being happy with my job and be inspired and I guess helping out other people.* (Seb).

An increasing or ongoing identification as learner in daily practice is a shared characteristic. For Seb and Sophia this has evolved over time where the CMDA has provided a different perspective on practice, highlighting learning is an ongoing process: *to learn and research and find out about what others are doing, both in the for profit and the not for profit sector………………….I've probably learned a lot more than I thought I was going to.* (Sophia). Edie's work learner identity remains intrinsic to her role as trainee manager.

This heightens awareness of learning in day-to-day practice and ensures apprentices are continually seeking out and identifying learning opportunities. Apprentices can articulate how learning has impact on practice which supports critical evaluation of the usefulness of university learning at work: *I was actually putting together a bit of a budget for a project I was doing so……… using some of the knowledge I learned from uni to build that all up……………… then think about or how did that help? What else could I have done? and then plug that into further learning.* (Seb).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 34: Phase 3, Group 1.1: Theme 4 Summary

Phase 3 Group 1.1	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	4.1.1 Motivation for learning at work 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic – ongoing personal and professional development 4.1.1.2.2 Increased intrinsic motivation for learning at work **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Becoming a better manager 4.1.2.1.5 Organisational benefit	4.2.1 Goal orientation at university 4.2.1.1 Learning orientation –learning at university 4.2.1.1.1 Considers how practice experiences inform knowledge 4.2.1.1.2 Self-directed approach at university 4.2.1.1.3 Seeks out support and feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn in day-to-day practice. 4.2.2.1.3 Seeks out feedback and support. 4.2.2.1.4 Reflects on how theory applies to work.

Apprentices are motivated by the impact of learning on their performance and its contribution to academic outcomes at university: *it's really important for me that I've not just learned it and then not done anything with it, but actually used that to make change………………..It's about having that personal achievement of you know, gaining qualifications, but it's also having impact at work.* (Sophia).

Apprentices are orientated towards ongoing learning and development. An enthusiasm for continual improvement in role means they seek out opportunities to apply their learning to improve practice and enhance their knowledge. A keenness to understand and measure their performance at work means they solicit feedback that enables reflection on their practice: *I couldn't believe how accurate it was……. I came back to work, and I was like {manager} read this and tell me that it's not like me, it was like me to a tee.* (Edie).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 35: Phase 3, Group 1.1: Theme 5 Summary

Phase 2 Group 2.2	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship 5.1.1.2 Shared understanding **5.1.2 Shared purpose for apprentice learning within the tripartite relationship** 5.1.2.1 Shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements 5.1.3.1.3 Planning alignment 5.1.3.1.4 A forum for feedback and reflection 5.1.3.1.5 Helps provider understand work context	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite **5.2.2 Tripartite composition/dynamic** 5.2.2.1 Dynamic 5.2.2.1.1 Employer supported 5.2.2.1.3 Apprentice led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency

A collaborative approach to learning is reflected in the tripartite relationship which has evolved to be employer supported and apprentice led. Regular tripartite meetings characterised by consistent personnel have evolved towards an improved employer and apprentice understanding of university curriculum, and stakeholder roles in the apprenticeship process. It is a useful space for discussing ongoing learning and development: *it has developed slowly into that mentor mentee relationship.* (Seb). This results in purposeful alignment of work and university where employers support apprentices to identify learning within day-to-day practice and provider mentors advise how to articulate them as evidence within portfolios: *if I say, look, you know there are parts of my KSB's I'm not hitting ………. she wants to actively look at what we can do to try and make sure opportunities are made available, or actually it might just be you just need to see this thing in a different way.* (Sophia).

There is a green RAG rating for tripartite engagement across cases. Despite this there is no clear pattern of the impact of this on meeting learning at work targets. These contradictions are explained by the ongoing de-prioritisation of logging instances of learning at work and a lack of consistent awareness of learning occurring in practice in real time: *I have good days and not good where I'm doing loads on Pebblepad, and then suddenly I'm getting so busy with other things, it's just about OK, I'll try to get around to it.* (Sophia).

PHASE 3, GROUP 1.2: A limited mutual shared purpose for learning with the employer

Despite a shared motivation and orientation for on-going learning in practice with group 1.1 the experiences of these apprentices are differentiated by a decline in or continued limited employer purpose for learning.

HELENA

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
4 years	🟩	🟩	🟩	🟥	🟩

Helena has recently been promoted and is now a manager. This further extends her experiences of practice ensuring ongoing scope to develop through increasingly complex tasks. These align well with university curriculum ensuring an ongoing divide between work and university. This contributes to her progression from an amber to green RAG rating for learning off the job.

I didn't have any kind of management responsibilities........ it does ……. interlink really, really, well with what I'm doing now.

She approaches learning through participation and applying university learning to practice. Collaborating and interacting with others, is restricted by remote working and learning:

I found it really, really, tricky doing it from home…….'cause it involves other teams and having conversations with them over teams……. it becomes harder doesn't it when you're doing things online?

Ongoing remote working restricts her ability to seek out opportunities to learn off the job, apply her learning at work, experience the impact, and reflect on her learning with others:

In year 1, I'd go into work, and I'd maybe just go around and have a chat with someone about projects I was doing or my assignment ……and what we do as business………. now that isn't so easy to do.

Helena believes this has constrained what might otherwise have been an upward trajectory in academic marks.

I do have that view that it has impacted my grades I feel like I could have done more.

The initial awareness of the CMDA within the wider business has diminished due to significant organisational change. Access to learning opportunities outside of her job role and department remain constrained. This has tempered her motivation for developing at work. Limited social support means reflection is an individual activity, constraining capacity for critical evaluation:

It's made me reflect individually on the way I will just jump in and take action without reflecting; sitting back and going well what is it that's actually causing the problem?

Despite becoming a manager, her expectation for learning at work is ongoing and she expects to learn through applying university learning to practice, collaborating, and reflecting with others. She continues to identify as a learner in role and at university. She is intrinsically motivated to learn in both to achieve her long-term aspiration for becoming a professional manager:

my development is just to become kind of and a well-known leader within [organisation] who is known for doing good things for people.

This means she is regularly seeking out opportunities to learn and gain feedback on her performance:

what I want to do is have conversations with my manager to go through that on quite a frequent basis.

Helena's tripartite meetings are RAG rated red having persistently fallen behind the required frequency. This is due to Helena and her line manager's ongoing negative perceptions of value, and lack of understanding of their purpose. This has resulted in the employer mentor disengaging from the process:

My manager just doesn't come now because they just don't see the point in them meetings.

Her green rating for learning off the job suggests the absence of these meetings is not affecting her ability to fulfil these requirements:

The kind of set structure is probably ………relevant for someone………who is 18 and probably does need a lot of hand holding.

She perceives the ongoing monitoring of her learning with her university mentor as unnecessary and misaligned with her role as manager and her self-directed approach to learning at work:

I'm a manager, ………I don't necessarily need that meeting to go now have you done your KSBs……. to monitor it.

JUDE

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
15 years					

A recent promotion to the senior management team at work represents the achievement of one of Jude's primary goals. He credits the CMDA for helping him to achieve this and reflects on its usefulness for developing his practice.

Jude's move to a senior position has increased the complexity of tasks he is exposed to in day-to-day practice and his autonomy to approach them. This gives him experiences of knowledge in practice to use as evidence of development in his portfolio.

I think they're developing quite naturally I need to document them all to be honest in in Pebblepad.

Despite this, an amber RAG rating suggests he remains behind with this requirement. This is explained by the increased workload his new role. The purpose for Jude undertaking the CMDA remains unshared with his employer and opportunities to synchronise work tasks and activities with university curriculum are limited. His employer's limited understanding of university requirements continues to restrict reflection with colleagues on how learning at university impacts his work performance. This limits awareness of how experiences on the CMDA have supported his development:

It hasn't really changed how I speak to my team or anything………. or changed the way I approach situations with people.

An increase in responsibilities at work constrain the time available for learning off the job. He increasingly uses his own time to undertake learning outside of his role:

Things like the raw materials in the supply situation………… are taking up a lot of time so I'm not getting time to do my 80/20.

Sustained remote working and learning have added to this challenge which ensures he is always available to prioritise work. This restricts his disengagement from practice and capacity for reflection:

with the digital learning……. I'm still getting pinged emails from work coming through and that sort of stuff.

The on-line delivery mode of university learning is restrictive to the collaborative learning that supports critical reflection with his peers.

Jude's senior role means his expectation for learning through participating in daily practice has increased. His university learning supports the demands of his new role:

The stuff I'm doing at uni has definitely helped me to cope with those additional responsibilities

There is an associated increase in work learner identity in daily practice as he learns to be a senior manager.

The achievement of his primary goal of gaining a promotion ahead of CMDA completion increases Jude's motivation for learning at work. This has shifted from extrinsic career development to an intrinsic drive to be a better manager:

What I want to get from this course is how to budget and to understand why the organisation is set up the way it is.

The green RAG rating shows tripartite meetings continue to fulfil frequency requirements. Within this they are limited in their scope for facilitating reflection. An ongoing lack of shared purpose for learning continues to limit employer understanding of their role and the purpose of the meeting. They remain

provider led and limited in scope for aligning curriculum and reflecting on impact. Despite this a focus on compliance helps to remind Jude to log examples of learning in his portfolio and provide guidance on how to do so.

I don't really use the catch up to reflect………………. The catch ups are a good reminder …..…..... to capture everything and get into those good habits of updating KSBs regularly.............because you just forget, and emails don't always provide the full context of what you did.

RUBY

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
31 years					

Ruby's role as project manager continues to facilitate experiences of knowledge in practice. She learns through participating in practice and applying university learning to work situations. She uses this to inform workplace practice and support learning at university. She reflects on this, and can explain the impact of her learning at work:

It's good to know all those things and be reminded people are different.………You need to approach things differently, sometimes with different people,

Ruby recognises opportunities to apply her learning to her daily practice. Limited employer support and understanding of university curriculum means she takes a self-directed approach to synchronising curriculum. Whilst keen to understand the impact of her learning on practice, limited social support restricts her ability to capture the impact of learning and understand this through the perspective of colleagues.

Whilst she has autonomy to apply her learning in her role, this is restricted outside of job role. Changing organisational priorities mean plans to engage in projects to extend her knowledge have fallen through. This is a set back to her KSB development:

there was an initiative I asked to be involved in. But the initiative itself has just died a death actually, so that was a bit of a shame.

She is beginning to get used to the on-line delivery of university learning which she finds intense and restrictive to thinking time and reflection:

…..…..... it didn't really suit me because I sometimes like a bit of time away from people to think for myself.

The university curriculum remains relevant to Ruby's job, and she can articulate examples of where this has an impact on practice:

I had a project go wrong on launch.......... It was a Big Bang go live ……and there was a root cause to it, which was fairly obvious. So, it was learning from that, and I used that in my assignment.

Ruby expects to learn through participating in daily practice and identifies as a learner in role. She acknowledges there are many situations where learning is occurring tacitly at work. These are much harder to capture, and opportunities are often missed. This explains her amber rating for off the job learning:

it's those spontaneous activities that sometimes you think, oh gosh………. if only I'd known that was going to happen, I'd have captured it in some way.

She is motivated to learn at work and university for both personal achievement and organisational benefit. This is reflected in her ongoing green rating for university progress and engagement:

My last one, I think was a high 2:1 and I'm still after the elusive first this year. I got two last year and so I'd really like to have one.

Ruby's ongoing development goals relate to her interpersonal and communications skills. Remote working during the pandemic has constrained development in this area and limited scope to seek feedback at work.

The red RAG rating for tripartite engagement indicates Ruby's tripartite meetings are significantly below requirements. Whilst she regularly meets with her university mentor, neither Ruby nor her employer mentor understand his role in the process. His persistent disengagement means they continue to be provider led, restricting their capacity as a forum for feedback and reflection contributing to an amber rating for logging learning off the job.

he doesn't know why he's there and he feels it's tick in the box...... I was asked where he was and I said, well, he'll come if we need him to…………It's almost like he's just expected to be there……. But for what?

Ruby does not consider her employer's absence at meetings restrictive to learning they hold limited value for her. She feels her progress is constrained by limited academic support in this forum.

*I'm not entirely getting value out of the university mentoring, so it still feels like a tick in a box …………
It's like the support's there, but I can't draw on it, so it doesn't give me the value I was expecting.*

VIOLET

Time at employer	Progress – formal learning aim	Attendance – formal learning	20% activity log	Tripartite meetings	Functional skills
3 years					

Violet's evolving experiences of work and university increase her ability to reflect on the impact of university learning on her development. Changes to her team's workload and staff absence mean she continues to be exposed to complex tasks and opportunities to learn in her role:

there are elements of things I've been covering for people I do with in my day job…………It's about the different challenges that are faced with different kinds of inventories.

Organisational changes due to Brexit and the covid 19 pandemic have increased her team's workload. She is struggling to balance work tasks and university deadlines with the required learning off the job, resulting in a shift from a green rating to amber for off the job learning:

A constraint is work layered 'cause there are times when I do feel rather overwhelmed with the amount of work for uni on top of the full-time job so there are times when I need a bit of headspace, but I don't always feel able to say that.

Feedback from her line manager gives her confidence learning at university is improving her work performance.

while my confidence has significantly improved in the past six months, I do aim to further that even more ………… I'm a lot quieter than I am with my peers, and I'm really aware of that.

Her employer's limited understanding of university curriculum limits these discussions and Violet struggles to articulate her development beyond her increased knowledge and confidence.

the reflections included in pretty much every module has really helped me consider the KSBs and understand and appreciate the impact of individual modules to the total end point assessment and my total development.

The CMDA curriculum is relevant to Violet's work context. Her employer's limited understanding of university curriculum means opportunities to synchronise university with work are missed. Consequentially there are gaps in her experience of knowledge in practice. In such instances she must work harder and utilises acquisitional learning strategies in the absence of first-hand experience. She believes this negatively impacts on the quality of her university work:

…….it takes more work for me to get the good grade rather than a piece directly relevant to my role.

Despite this, she continues to demonstrate high levels of attainment academically and is motivated by this. She engages socially with peers in the virtual on-line breakout sessions and finds these useful for reflecting on and critically evaluating her workplace practice.

it's helped me to appreciate the ways different people would manage it....we often talk about different kinds of problems we experienced in our workplace.

Violet expects to learn from her experiences of knowledge in practice. She identifies as a learner at work and at university and is motivated to learn in both domains. There is an increased intrinsic motivation to learn for the benefit of the organisation:

for me it would be having the knowledge to be an effective professional to really be able to support a team……….in the future.

A green rating for tripartite engagement indicates meetings are back on track. An absence of a shared understanding of roles and responsibilities and her employer mentor's limited understanding of university curriculum and engagement is reflected in their usefulness for supporting Violet's articulation of her learning and development within her portfolio. Resulting provider led tripartite meetings are not helpful for planning opportunities to learn at work and synchronise curriculum. This is reflected in an amber RAG rating for off the job activity. Consequentially, it is perceived as time wasted that could be spent engaging actively learning at work:

they do feel like a tick box exercise........... ……….it does make me consider the value we get from the hour and a half spent………… where I could be researching or doing different things with my team to support the CMDA KSBs

SUMMARY PHASE 3, GROUP 1.2: A limited mutual shared purpose for learning with the employer

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 36: Phase 3, Group 1.2: Theme 1 Summary

RAG Data Phase 3 Group 1.2	Progress university	Attendance University	20% off the Job	Functional skills	Tripartite meetings
Helena					
Jude					
Violet					
Ruby					

Phase 3 Group 1.2	Theme 1.1 Experiences of work and education	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.2.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.3 Increased experiences of education **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge inside daily practice 1.1.3.2 Experiences of knowledge in practice inform knowledge	1.2.1 Acquisition 1.2.1.1 Acquisitional university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually 1.2.1.1.3 Academic knowledge 1.2.2.2.5 Decreased reflection with others at university 1.2.2.2.6 Decreased collaborations with others at university 1.2.1.2 Acquisitional work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works alone at work 1.2.2 Through participation 1.2.2.2 Through participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on impact of university learning on practice 1.2.2.2.4 Deep strategies at work

There is an increasing recognition of the divide between formal and informal learning within day-to-day practice in group 1.2. This has evolved through engagement with increasingly complex work tasks and through new knowledge gained at university that presents new perspectives on practice: ***I'm not going to falsify or manufacture, certain environments, or certain incidents so I can tick a box. it's happening in my day-to-day work.*** (Jude). ***I can pull through my work experience a lot into my assignments.*** (Ruby).

Learning at work is approached through participating in practice and applying university learning to work situations and problems. There is a heightened awareness of this spontaneous learning process. Apprentices are still developing the metacognitive skills to capture this which is reflected in their amber flags for off the job learning: ***I have put quite a few videos together as evidence 'cause……… it's a project board meeting very formal,………But then there's other meetings along the way where you think ……..that was such good evidence, but I never recorded it……..I didn't know it was going to be.*** (Ruby).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 37: Phase 3, Group 1.2: Theme 2 Summary

Phase 3 Group 1.2	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	2.1.1 Complex tasks 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice 2.1.1.2 No access to complex tasks 2.1.1.2.2 No access to complex tasks outside of daily practice **2.1.1 Autonomy** 2.1.2.1 High – decides task approach **2.1.3 Employer social support** 2.1.3.2 Employer support low 2.1.3.2.2 Employer does not share purpose for learning 2.1.3.2.3 No recognition or feedback on learning performance 2.1.3.4 Decreased employer support * **2.1.4 Trajectory** 2.1.4.1 Steep **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.1.1 Covid high workload 2.1.5.1.2 Job responsibilities 2.1.5.3 Increased workload 2.1.5.1 Increased workload covid 2.1.5.3.2 Increased job responsibilities 2.1.5.3.3 Increased workload – Job change 2.1.5.3.4 Increased workload Brexit **2.1.6 Work location** 2.1.6.2 Remote working **2.1.7 Organisational size** 2.1.7.1 SME 2.1.7.2 Large	2.2.1 University curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Learning location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload university** 2.2.3.2 Workload high 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support	2.3.1 University to work 2.3.1.1 aligned 2.3.1.1.1University curriculum includes work context 2.3.1.2 not aligned 2.3.1.2.1 University curriculum does not include work context **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2.1 Employer not familiar with university curriculum

Scope for learning within day-to-day practice relies on apprentice recognition of opportunities to apply learning to work. Limited employer support is combined with an expectation apprentices will use their initiative to seek out increasingly challenging tasks and activities. They have high levels of autonomy to apply university learning to day-to-day practice. This facilitates experiencing knowledge in practice and generates reflection.

Apprentices continue to work remotely which amplifies the impact of low or decreased levels of social support. They miss out on spontaneous conversations with colleagues in the workplace which provide

group 1.1 with rich opportunities to reflect on the impact of university learning on work performance: ***When I was in the office, I was the kind of person that will take a walk down the corridor to say, are you OK with everything?....... now……… I have to purposely ring people up, which I do, but it always seems far more ……purposeful.*** (Ruby).

A diminished or ongoing limited employer purpose for learning means there is pressure to prioritise business requirements over learning at work. Increased workloads due to organisational change and restructure make taking 20% off the job time consistently difficult resulting in amber RAG ratings: ***there's not enough hours in the day, ………..………. I am like hobbling towards the end of year two with a view to year 3 being more settled in my new role.*** (Jude). The combination of on-line work and study constrains disengagement from everyday work which interferes with the fulfilment of off the job learning requirement during work time: ***when I was at uni, I was really at uni. It wasn't like with the digital learning where I'm still getting pinged emails from work coming through and that sort of stuff.*** (Jude).

The remote delivery of university curriculum has diminished peer-to-peer learning and decreased apprentices' reflection on their experiences: ***this year for me has probably been the most challenging from a university perspective purely because just can't get engaged on the online learning.*** (Helena).

A limited or, diminished shared purpose for learning means employer's understanding of university curriculum has not evolved. Consequentially, work experiences and university are not synchronised. This constrains engagement in active learning at work and understanding of the impact of learning in practice, limiting the critical thinking that must be applied to university assessments: ***the ones that aren't as relevant, I'll read up more on source material rather than relying on knowledge from [organisation].*** (Violet). This restricts the support apprentices receive to articulate learning at work and limits reflection beyond their own interpretation: ***I tend to go on my gut instinct ……. but it's good, isn't it? To kind of step back sometimes and think.*** (Ruby).

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 38: Phase 3, Group 1.2: Theme 3 Summary

Phase 3 Group 1.2	3.1 Expectations	3.2 Identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning to take place in daily practice 3.1.1.4 Expects learning at work to take place through participation 3.1.1.4.1 Expects to learn through day-to-day engagement in the work community 3.1.1.4.2 Expects to learn collaboratively with and from others 3.1.1.6 Expects learning at work is self-directed 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Learning at work is a continual process **3.1.2 Expectations of learning at university** 3.1.2.1 Acquisition 3.1.2.1.1 expects to acquire theory/ concepts 3.1.2.3 expects learning at university to be directed 3.1.2.3.1 Teacher led 3.1.2.3.2 Learning at university is organised 3.1.2.2.4 Learning at university has a fixed end point 3.1.2.5 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.2.1.1 Learning to be a manager 3.1.2.1.2 Transfer of knowledge back to work 3.1.2.1.3 Ability to advance career 3.1.2.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainment in university assessment – grades 3.1.3.2.2 To learn new knowledge for workplace practice 3.1.3.2.3 to just get through it **3.1.4 expectations of own performance** 3.1.4.1.2 Decreased self-efficacy university 3.1.4.2.4 Decreased self-efficacy work 3.1.4.2.3 Increased self-efficacy work	**3.2.1 Learner at work** 3.2.1.1 Learner identity in daily practice 3.2.1.1.1 Increased identity in daily practice **3.2.2 Learner identity at university**

Expectations that learning takes place within day-to-day practice are ongoing or emerging for apprentices. They expect that university learning is appliable to practice, and that learning takes place through its application. In contrast to group 1.1, their expectations have not evolved to a realisation that experiences contribute to new knowledge: *I'm able to think in more the leadership situation…….. and I think about the theory that I've read about and then I can apply that.* (Violet).

Challenges associated with limited employer support and remote working and learning bring varied expectations of successful learning from just getting through it: *I think successful for me is just getting to the end of year three.* (Helena), to improved confidence at work: *it's really boosted my confidence because I feel I know a bit more of what's going on.* (Ruby).

These apprentices share a common ongoing or increased identity as learner within occupational practice. They recognise instances where university learning adds value to work performance and heightens their awareness of the process of learning: *You know I don't normally identify my stakeholders quite in that way, so there was a lot of tools and techniques I learned and took away.* (Ruby).

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They are differentiated from group 1.1 by their employer's limited recognition of their work learner identity. This results in a restricted understanding of the impact of university learning on practice which constrains capacity for critical evaluation.

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 39: Phase 3, Group 1.2: Theme 4 Summary

Phase 3 Group 1.2	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic ongoing personal and professional development 4.1.1.2.2. Increased intrinsic motivation for learning at work **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance – becoming a better manager 4.1.2.1.2 Intrinsic – enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter 4.1.2.1.6 Increased intrinsic motivation for learning at university 4.1.2.1.6.1 Early achievement of career goal 4.1.2.2. Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 personal achievement	**4.2.1 Goal orientation learning at university** 4.2.1.1 Learning orientation at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self-directed approach to learning 4.2.1.2 Performance orientation learning at university 4.2.1.2.2 Does not engage in reflection at university **4.2.2 Goal orientation Learning at work** 4.2.2.1 Learning orientation at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work 4.2.2.2.3 Not engaged in logging learning at work on Pebblepad.

Apprentices in this group are intrinsically motivated to learn for the benefit of improved performance at work: ***I'm just going to have plenty to go on at work so it can………. actually, benefit the business as opposed to being a box ticking exercise.*** (Jude).

Although motivated to apply learning in practice, ongoing remote working arrangements restrict opportunities to experience the impact of learning in practice in work situations: ***Last year it felt very much that what we were doing was related to work………. this year it feels like I'm just doing the assignments just for the sake of doing them****. (Helena).

This group have a common orientation for ongoing learning within day-to-day practice: ***my development goal has maybe changed from put yourself in a position to get that new role to surviving in that new role and growing and making a contribution as part of the management team.*** (Jude). A drive to learn for the benefit of ongoing work performance is associated with seeking out opportunities to learn at work and actively engage in reflection with others***: I have conversations with my manager to go through that on a quite frequent basis to say where am I, and what do I need to do?*** (Helena).

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 40: Phase 3, Group 1.2: Theme 5 Summary

Phase 3 Group 2	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	**5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship** 5.1.1.2 No shared understanding **5.1.2 Shared purpose for apprentice learning in the tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3.1 Duplicating work conversations 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.6 provider does not provide academic support in tripartite meeting 5.1.3.3.7 Employer does not feedback on work performance 5.1.3.3.8 Provider does not provide advice on portfolio work 5.1.3.4 Employer views as a tick box exercise	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite Employer engaged brief 5.2.2.2 Meeting not tripartite Employer not engaged **5.2.2 Tripartite composition/ dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.3 Decreased frequency

An ongoing lack of employer understanding of their role in the tripartite meetings has resulted in their disengagement in the process in 2 of the 4 cases. Where they are taking place, the apprentice must navigate a lack of employer engagement: *some of what myself and my manager talked about is that I update her more. In our own one-to-ones, than the information she gets from the mentor sessions because the mentor sessions are not as useful. (Violet),* and the provider's limited understanding of their workplace context: *I have had advice back if I've asked for it……… I'm not sure the value of the advice ………… 'cause it's not really what I didn't know.* (Ruby).

This means they continue to be provider led. A mixture of green, amber, and red ratings for tripartite meetings highlights varied compliance with frequency requirements. Here ongoing employer disengagement in meetings explains the red RAG ratings. A lack of green ratings for off the job learning suggest meetings are not supporting apprentices to evidence learning at work even when regular meetings are taking place. A limited employer understanding of university curriculum and the requirements of apprenticeship, means they neither serve as a forum for discussing development or synchronising curriculum. Consequentially they are ineffective for supporting reflection, the articulation of work learning, or addressing problems of work/ study balance: *it doesn't seem to be we're given too much of a guidance on what does and doesn't look good.* (Violet).

4.3.2 PHASE 3, GROUP 2: A PERFORMANCE GOAL ORIENTATION

The final 2 cases have a performance-oriented approach to learning. For Aida this is the consequence of an ongoing expectation and motivation for achieving a degree. For Stella a shift to a performance orientation is a consequence of a more complex factors.

AIDA

Time at employer	On-programme performance	20% activity log	Tripartite meetings	Functional skills	Attendance
9 years	🟩	🟥	🟨	🟥	🟩

Aida has recently moved job to a newly established team within the organisation. She is involved in complex tasks at work such as setting up new processes and managing their implementation. This increases her experiences of university learning in practice, as she learns through participation at work.

now I'm getting a nice mix of this is a theory, I know how it works, and I can apply it.

Consequentially she finds reflection on impact is easier and is more willing to collaborate with colleagues:

they give me different insights from their perspective as well in terms of how they approach things.

She has increased autonomy to choose how she approaches work tasks than in her previous position. This affords opportunities to try out new ideas in practice. Her new line manager is interested in what she is learning and provides support and feedback. Aida's awareness of learning occurring in her day-to-day practice has increased:

there's good learnings there, but then also thinking about how I respond to new things, the learning as we go.

There is an ongoing pressure to prioritise her day-to-day work over learning. Increased workloads due to organisational restructure, a focus on prioritising business needs during the pandemic, and her new role mean she finds it difficult to take this time consistently. She finds it hard to disengage from practice, reflect on experiences and log this in her portfolio. Her deferred completion of her level 2 in English and maths is an additional strain on her already busy schedule of work and study as both increase in complexity. This has an impact on her overall motivation and what she expects to achieve at university.

Whilst university curriculum aligns well with Aida's work, this is not differentiated to take account of her personal experiences of practice. Taught content assumes all apprentices come from the same

occupational starting position. This is restrictive to learning and Aida would benefit from more discussion and opportunity to reflect with others on her experiences of practice in this forum:

there's the piece around does it need to be a slightly different approach for people who are like fresh out of school and going into apprenticeship as their first like work experience and learning?

Despite her work environment becoming more expansive, an increased expectation for learning through applying learning to work, and associated identity as learner at work, Aida's extrinsic motivation and performance goal orientation has remained fixed throughout. This is driven by the high value she places on degree achievement. Whilst she recognises the potential organisational impact, she is less invested in this benefit and is sceptical about the usefulness of university learning on her work performance.

I'm not….disregarding it, but I never went into it thinking it's gonna be of massive benefit for the business.......I was always doing it for my development.

Aida's motivation and values are reflected in progress at university and work. A green rating for performance and engagement at university contrasts with a red rating for learning off the job, placing her significantly behind her peers. A reluctance to acknowledge the impact of learning on work means she struggles to articulate where university learning is beneficial in practice. She continues to use off the job learning time to prioritise university deadlines. This, alongside a lack of understanding of how to articulate reflections on work performance to evidence learning in her portfolio restricts the evidence she records in her portfolio.

A shift to a green RAG rating is indicative of Aida's new line manager's engagement with tripartite meetings. A change in employer mentor means an understanding of purpose, roles and responsibilities within the tripartite dynamic has not evolved. Meetings continue to be provider led. A focus on building a relationship has prevented this forum evolving to become more collaborative. Furthermore, Aida continues to view the meeting as misaligned with the self-directed approach she is required to take to learning at work:

I know how to manage myself therefore I don't need to have somebody telling me that I'll have to put things on pebblepad. I already know this………………it serves no purpose. I'm not gaining anything new from it.

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STELLA

Time at employer	On-programme performance	20% activity log	Tripartite meetings	Functional skills	Attendance
18 years					

Stella is on secondment from her previous promotion, in another department. This is her second role change within a year. Her reasons for moving job are a lack of challenging tasks in her previous role. She continues to learn though experiencing university learning in daily practice, however there is an increased acquisitional approach as she familiarises herself with her new role.

The systems and processes and things I've learned it's a bad, didn't even know some of these things existed, and I've really loved it and learning them and I can use them.

The change in role means Stella continues to have access to complex tasks in day-to-day practice. The relevance of university learning to work has supported this. Prior experiences of practice help her to reflect on how this has help to support her development at work.

I knew I was a good service manager, but it's really given me the next level outlook and I've loved using some of the tools.......

An increased workload in her new role restricts Stella's ability to learn at work. A change in line manager has reduced social support and there is no shared purpose for her undertaking the CMDA. Her new line manager views her learning as a constraint to her performance at work. This limits the time she spends learning at work which has affected her work/ life balance and contributed to a recent dip in her academic performance.

I found with being at work Monday to Friday and not taking any study day my whole weekends been took up with this assignment. Sometimes when I didn't do too well and I got the 2:2s I felt I had rushed them.

Stella must also make time to complete the additional maths and English qualifications. She continues to be RAG rated red for this requirement. This is an additional pressure and her feelings about undertaking this are increasingly negative. She is frustrated by having to re-sit qualifications already achieved:

it's just an added pressure to me really, especially the maths I'm probably gonna learn and never use them again.

At university, ongoing on-line delivery restricts social learning through discussions with peers and tutors which were previously helpful for consolidating learning. She finds reconciling theory with practice and asking questions to clarify her understanding difficult. She must work harder to maintain her academic performance and recording learning in her portfolio is deprioritised:

I've just got to do my pebble pad. I'm behind with that.

Although Stella expects to learn through applying university learning to practice and identifies as a learner inside her role and at university, an increased extrinsic motivation attached to degree achievement has eclipsed her desire to learn to be a better manager, share knowledge at work and improve organisational performance to a focus on this personal goal. A fear of failure and low self-efficacy at university have resurfaced which she counters by prioritising university deadlines. This is at the expense of her work portfolio completion. Here, a fear of using the e-portfolio system and limited guidance on how to articulate work learning are additional barriers. This is reflected in the contrasting green and red RAG rating for performance and engagement in these domains:

The tripartite relationship underpinning Stella's apprenticeship is rated green. The retention of her employer mentor from her previous role has been helpful for building a supportive tripartite dynamic. Her role change means her employer mentor is no longer her line manager. This limits their influence over synchronising work tasks with university and ability to feedback on performance. Meetings continue to be provider led. This is reflected in her red RAG rating for learning at work.

SUMMARY PHASE 3, GROUP 2: A performance goal orientation

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Table 41: Phase 3, Group 2: Theme 1 Summary

RAG Data Phase 3 Group 2	Progress university	Attendance University	20% off the job	Functional skills	Tripartite meetings
Aida					
Stella					

Phase 3 Group 2	Theme 1.1 Experiences of work and learning	Theme 1.2 Learning approach
THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter 1.1.2.3 Increased experiences of education 1.1.2.2.9 Not engaging in additional L2 learning 1.1.2.2.9 L2 maths and English achieved, not evidenced **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in daily practice 1.1.3.1.2 Experiences of knowledge in practice outside role 1.1.3.2 Experiences of knowledge in practice inform knowledge	1.2.1 Acquisitional 1.2.1.1 Acquisitional at university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually 1.2.1.1.3 Academic knowledge 1.2.1.1.4 A surface strategy at university 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decrease in collaboration with other at university 1.2.1.2 Acquisition work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works individually at work 1.2.1.2.3 Procedural knowledge 1.2.1.2.4 A surface strategy at work **1.2.2 Through participation** 1.2.2.2 Through participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on the impact of university learning on practice 1.2.2.2.4 Deep strategy at work 1.2.2.2.5 Increased participation 1.2.2.2.6 Decreased participation

There is a continual or increasing awareness of a divide between formal and informal learning within day-to-day practice. A job change has made this more explicit and deliberative through the requirement to learn the procedural aspects of a new role. *I've done it for 18 years………. I've got loads of evidence and knowledge and stuff and experiences to draw on.* (Stella).

The requirement to learn a new role means an acquisitional approach to learning at work is adopted or maintained. This is counter to the active learning observed within groups 1.1 and 1.2 and restricts opportunities to apply knowledge to practice and learn from these experiences: *at the moment, it's kind of getting to grips more with my role.* (Aida).

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

Table 42: Phase 3, Group 2: Theme 2 Summary

Phase 3 Group 2	Theme 2.1 Job characteristics	Theme 2.2 University curriculum design and delivery	Theme 2.3 Curriculum alignment
THEME 2: APPRENTICE'S SCOPE FOR LEARNING	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice 2.1.1.2 No access to complex tasks 2.1.1.2.2 No access to complex tasks outside of daily practice **2.1.2 Autonomy** 2.1.2.1 High – decides task approach 2.1.2.2 Low – bounded to set approach **2.1.3 Employer social support** 2.1.3.1 Employer support high 2.1.3.1.1 Employer has shared purpose for learning 2.1.3.1.2 Employer provides feedback on work performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognises work learner identity 2.1.3.1.5 Employer has organisational an individual purpose for learning 2.1.3.2 Employer support low 2.1.3.2.1 No recognition of work learner identity 2.1.3.2.2 No shared purpose for learning 2.1.3.2.3 No feedback on performance 2.1.3.3 Increased employer support 2.1.3.4 Decreased employer support **2.1.4 Trajectory** 2.1.4.1 Steep **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.3 Increased workload 2.1.5.3.2 Increased workload job responsibility 2.1.5.3.3 Increased workload job change **2.1.6 Work location** 2.1.6.2 Remote working **2.1.7 Organisational size** 2.1.7.2 Large	**2.2.1 University curriculum delivery** 2.2.1.2 Teacher led **2.2.2 Learning location** 2.2.2.2 Remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 University workload** 2.2.3.2 University workloads high 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support. **2.2.5 Electronic learning portfolio** 2.2.5.3 Evidence requirements unclear	**2.3.1 University to work** 2.3.1.1. Aligned 2.3.1.1.1 University curriculum includes work context **2.3.2 Work to university** 2.3.2.1 Aligned 2.3.2.1.1 Employer familiar with requirements of university curriculum 2.3.2.2 Not aligned 2.3.2.2.1 employer unfamiliar with university curriculum

There is increased scope for learning in role due to job role change. A prioritisation of university learning restricts recording evidence of this within portfolios, and an ongoing red rating for learning off the job: *I'm just gonna get the last assignment out the way and that's when I'm gonna concentrate on my KSBs over the summer.* (Stella).

Increased workloads associated with learning a new role and organisational change restrict time for learning at work consistently: *Just finishing everything I feel like it's a bit of a tricky one*. (Aida). This restricts reflection and consideration of the impact of knowledge on spontaneous and incidental work activities, limiting the evidence recorded in portfolios. This contributes to the red RAG rating in this

area: ***I have not taken my study days like I should have done ………. the constraints probably will be the pressure of the job because it's so busy.*** (Stella).

A change in role results in a change in employer support for learning. For Aida an increase in social support is tempered by her new line managers limited understanding of university curriculum: ***I think it's more access…. like in this current role now I can apply both current and past modules to my job.*** (Aida). For Stella, decreased employer support and purpose for learning restricts fulfilment of 20% off the job learning requirements: ***he said well, you're new into the role. So obviously you've not been able to give 100% because of your study days.*** (Stella).

The remote delivery of university curriculum constrains collaborative learning. This is a particular challenge for Stella who relies on social support of the university learning community: ***I've got a lot from my peers……. It was something else to draw on and learn from…… I felt like I've just gotta learn how to do it by myself, I found it hard.***

The alignment of work tasks to university learning remains unplanned. New line managers have a limited understanding of university curriculum and in Stella's case there is a diminished shared purpose for learning. Consequentially both apprentices miss out on opportunities to apply their learning to work situations and learn from these experiences.

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

Table 43: Phase 3, Group 2: Theme 3 Summary

Phase 3, Group 2	3.1 Expectations	3.2 Learner identity
THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning at work to take place in daily practice 3.1.1.4 Expects learning at work to take place through participation 3.1.1.4.1 Expects learning to take place through day-to-day engagement in the work community 3.1.1.4.2 Expects to learn collaboratively with and from others 3.1.1.6 Expects learning at work is self-directed 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Learning at work is a continual process **3.1.2 Expectations of learning at university** 3.1.2.1 Expects learning at university to be acquisitional 3.1.2.1.1 Expects to acquire theory and concepts 3.1.2.3 Expects learning at university to be directed 3.1.2.3.1 Expects learning at university to be teacher led 3.1.2.3.2 Expects learning at university to be organised 3.1.2.4 Learning at university has a fixed end point 3.1.2.5 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.1 Learning to be a manager 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.1.3 Ability to advance career 3.1.3.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2 Attainment in university assessments – grades 3.1.3.2.2 To learn new knowledge for workplace practice 3.1.3.2.3 Just to get through it **3.1.4 Expectation of own performance** 3.1.4.1 Expectation of own performance at university 3.1.4.1.2 Decreased self-efficacy at university 3.1.4.2 Expectation of own performance at work 3.1.4.2.5 Increased self-efficacy at work 3.1.4.2.4 Decreased self-efficacy at work	3.2.1 Learner identity at work 3.2.1.1 Learner identity in daily practice 3.2.2 Learner identity at university

Apprentices expect learning takes place through participating in daily practice: *It's the managerial processes. How you do things that you needed to know. And obviously I've got the background of …. line management and that's the same all over*. (Stella). For Aida this is enhanced by a move in job role: *especially when I'm thinking about reflective work. That obviously helps because you feel like you have more. You have more to talk about. There's more actual content to talk about. It has provided more.* (Aida).

Apprentices share an expectation university learning is relevant and valuable to day-to-day work practice. There is an emerging expectation learning is occurring tacitly through the application of university learning: *day-to-day you do feel like you do apply some of those learnings as you go and maybe not consciously.* (Aida). Expectations of successful learning are degree attainment and the implementation of knowledge to practice: *Successful learning means when I get 2:1 ….and also, I've been able to implement what I've learned at work.* (Stella).

Apprentices identify as learner at work and university. This is amplified by a change in role where work is intrinsic to learning. Consequentially there is an ongoing or increased learner identity in daily practice. Limited expectation of value of university knowledge in practice temper its impact: *I wouldn't say that if I didn't have it I would not be not performing, that would be my take on it.* (Aida).

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

Table 44: Phase 3, Group 2: Theme 4 Summary

Phase 3 Group 2	4.1 Motivation	4.2 Goal orientation
THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION	**4.1.1 Motivation for learning at work** 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic career move **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university extrinsic 4.1.2.1.1 Extrinsic – academic achievement leading to degree award 4.1.2.1.2 Personal achievement	**4.2.1 Goal orientation at work** 4.2.1.2 Performance orientation at university 4.2.1.2.1 Focuses on academic assessments 4.2.1.2.2 Does not engage in reflection at university 4.2.1.2.3 Requires direction 4.2.1.2.4 Avoidance, fear of failure **4.2.2 Goal orientation at work** 4.2.2.2 performance orientation at work 4.2.2.2.1 Learns at work to meet the requirements of university assessments 4.2.2.2.2 Employs a surface approach to learning at work 4.2.2.2.3 Not engaged in logging learning at work on Pebblepad.

Apprentices are extrinsically motivated to achieve the degree qualification attached to the CMDA. Aida values this over any impact her learning may have on her occupational performance: *I never went into it thinking right, it's gonna be of massive benefit for the business. I was always doing it for my development.* For Stella a combined low self-efficacy at university, and low levels of confidence with on-line learning technology result in challenges at university and a focus on achieving the academic results she aspires to. This explains the green RAG rating for university progression and engagement: *I lost all my confidence again with it and I found it a real struggle…………I want to get 2:1 'cause I know ………….I'm not a first person, I'm not that clever……..and I got a couple of 2:2s which I'd not had since way back in my first year, I felt really devastated.* (Stella).

The prioritisation of university is reflected in the use of 20% off the job time for university work: *I'm still very much sticking to my way of working with it so having separate study days.* (Aida). This restricts engagement with learning at work which has a corresponding red RAG rating. This explains the divide between engagement in work and university learning in this group which is maintained or widened since the previous phase.

The extrinsic motivation towards university learning leads to a direction of effort towards achieving the degree. Apprentices take a surface approach to learning that facilitates achievement at university but restricts their capacity for deep learning and critical reflection. For Stella a low self-efficacy for articulating learning at work leads her to avoid engaging with this requirement:

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

Table 45: Phase 3, Group 2: Theme 5 Summary

Phase 3 Group 2	5.1 Collaboration	5.2 Tripartite engagement
THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS	5.1.1 Understanding of purpose, commitment, roles and responsibilities in tripartite relationship 5.1.1.2 No shared understanding **5.1.2 Shared purpose for apprentice undertaking learning in tripartite relationship** 5.1.2.3 Increased purpose 5.1.2.2 No shared purpose 5.1.2.4 Decreased purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.6 provider does not provide academic support in tripartite meeting 5.1.3.3.7 Employer does not feedback on work performance 5.1.3.3.8 Provider does not provide advice on portfolio work	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite 5.2.2 Tripartite composition/ dynamic **5.2.2.1 Dynamic** 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.2.1 Line manager 5.2.2.2.2 Outside reporting line **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.4 Increased frequency

An understanding of tripartite purpose, roles, and responsibilities are affected by new personnel or a change in reporting arrangements. A prioritisation of university means apprentices are not actively engaging in discussions about their learning and development at work. Tripartite meetings do not provide guidance or support with articulating tacit learning and apprentices are uncertain of how to evidence this: *But sometimes an action is hard to evidence because all you have is just like a random email …… So that's sort of playing on my mind of how do you actually show it in terms of actions?* (Aida).

Tripartite meetings remain provider led. Employer mentors are unfamiliar with their role and the requirements of the CMDA or are removed from apprentice's day-to-day practice. This restricts their effectiveness for planning learning at work and discussing performance: *to me they still very much feel like a tick box exercise………I'm getting more from my one to ones with my manager…….we complete the form………. it's like a check in if I'm OK.* (Aida).

Green ratings for tripartite meetings reflect their frequency is maintained, or re-established, yet red RAG ratings for off the job learning indicate they are not supporting evidencing learning at work. Employer personnel changes or the removal of the employer mentor from the apprentice's reporting

line mean a collaborative dynamic is yet to be established. There is an emphasis on the value of these relationships as separate and compartmentalised.

This makes synchronising curriculum with live work tasks and problems more challenging: ***I'm just sitting there and ultimately wasting time which just feels like it's no benefit to my work. It's no benefit to my development or my uni work. I think it just needs to be a lot more tailored so it's about what the individual needs really.*** (Aida).

4.4 OVERALL SUMMARY OF RESEARCH FINDINGS

This chapter has focused upon the 5 overlapping themes drawn from 9 individual cases over 3-time phases. The findings encompass an examination of the diverse individual characteristics, motivations, and expectations of CMDA apprentices and how they impact on the divide between formal and informal learning and interactions within the tripartite relationship. The longitudinal data demonstrates the meaning of these themes evolves as learning progresses over time (figure 13).

Figure 13: Overarching research themes and descriptions across time phases

Themes RQ 1	Phase 1	Phase 2	Phase 3
THEME 1: Apprentice experience and learning approach	Experiences of work and education are personalised. A gap between formal and informal learning exists for learning to demonstrated.	Divide between experiences of formal and informal learning evolves through a shift from acquisitional to participatory learning.	
THEME 2: Apprentice's scope for learning	Access to complex tasks and autonomy over their completion. A shared purpose for learning and employer recognition of learner status. Opportunities to apply formal learning in practice and discuss practice in formal learning.	Ongoing access to increasingly complex work tasks in daily practice and autonomy over their completion. Access to live work tasks that align with formal learning. Apprentice's work context is embedded into formal curriculum.	Day to day practice is sufficiently challenging for apprentices to seek out opportunities to apply formal learning to practice.

Themes RQ 2	Phase 1	Phase 2	Phase 3
THEME 3: Apprentice's Expectations and learner identity	An expectation that learning is required to be competent in role. A learner identity at work in daily practice.	An expectation that university learning applies to daily practice. A learner identity in daily practice.	An expectation that experiences of knowledge in practice contribute to new knowledge.
THEME 4: Apprentice's motivation and goal orientation	A motivation for learning and development in role for occupational competency and/ or ongoing development.	A motivation to apply formal learning to daily practice for the benefit of personal and occupational development. Seeks out opportunities to apply learning to work and reflects on impact.	A motivation and orientation for synthesising new learning from experiencing knowledge in practice with theoretical concepts.

Themes RQ3	Phase 1	Phase 2	Phase 3
THEME 5: Tripartite Stakeholder Interactions	Stakeholders collaborate to understand the requirements of work and university and agree a shared purpose for learning. A developing understanding of stakeholder roles and the purpose of the tripartite relationship in facilitating successful learning. Provider led tripartite meetings.	A shared employer/ provider understanding of work and university enables access to live business tasks and problems synchronised with university curriculum. A task-oriented approach to knowledge application. An understanding of roles, commitment facilitate a consistent tripartite dynamic that supports feedback and reflection. Employer supported tripartite meetings.	A task-oriented approach to aligning work and university increases awareness of impact, leading to new knowledge. Regular tripartite meetings are characterised by consistent personnel provide a safe space for feedback and reflection. Apprentice led tripartite meetings.

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

Diverse prior experiences of work and education contributed to a personalised divide between knowledge and practice. This defined what each apprentice needed to learn, and the approach required for learning to be successful. As these evolved apprentices increasingly viewed their experiences of integrating work and university as opportunities for new learning and adapted their approach accordingly, along a cognitive, to social, to socio cognitive continuum.

THEME 2: APPRENTICE'S SCOPE FOR LEARNING:

Diverse experiences of work and learning meant job roles incorporated a personalised balance of complex tasks, autonomy, and social support in daily practice. Learning was expansive when these trajectories evolved to allow for increasing complexity, autonomy and an appreciation learning takes place through self-mediated experiences of practice.

Peer to peer learning facilitated by student led, interactive in person delivery was most effective for supporting apprentices to disengage from work and reflect on how their university learning supports their development of practice. Employer collaboration with providers was important for ensuring apprentices had opportunities to gain first hand experiences of practice. Provider curriculum incorporating the diverse work contexts and prior experiences of individual learners was most expansive.

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY:

Expectations of learning were diverse and tied to prior experiences of work and learning. A universal expectation of learning as formal and acquisitional and learner identity at university promoted high levels of engagement in formal learning. Varied expectations of learning at work and differences in work learner identity were a risk to achieving off the job learning targets and restrictive to deep learning and critical reflection required to learn at a higher level. An expectation for learning through participating in daily practice and learner identity in role was essential and reflected the individualised approach required to learn successfully. The requirement for learning to evolve in continuum from cognitive to social required expectations that learning had ongoing benefit to practice and a work leaner identity that encompassed a lifelong view.

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION:

High extrinsic motivation for achieving the degree qualification attached to the CMDA was prevalent and expansive to engagement and progression across cases and phases. Motivations for learning in practice were more varied and represented a risk to achieving off the job learning targets and deep learning and reflective practice. An intrinsic motivation for learning for the benefit of workplace practice was associated with the most expansive learners.

This facilitated a learning goal orientation that supported self-regulation, collaboration, seeking out learning opportunities, soliciting feedback and reflection. This was essential for activating critical evaluation, helping apprentices to understand their development and articulate this in their learning portfolios. Performance orientations when fixed could be and ongoing barrier to deep learning and reflective practice.

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS:

The research shows tripartite meetings between employer, apprentice and provider are diverse in their facilitation of expansive learning. Characterised by the line manager in the employer mentor role, an underlying lack of collaboration and shared understanding of the purpose, commitment, roles, and responsibilities explains this. Confusion over the role of the employer and provider led to non-compliance and disengagement across the research phases.

An initial compliance with frequency declined across the research phases which was not linear within cases. An evolution from a provider led to employer supported and apprentices led dynamic increased their value as a forum for feedback and reflection, synchronising curriculum and supporting the articulation of work experiences to evidence in portfolios. Evolving dynamics were in the minority, took time to develop, and were constrained by organisational change and ongoing confusion over

purpose and roles. The RAG data shows an inconsistency between their compliance, dynamic, and effectiveness for ensuring work portfolios were up to date.

CHAPTER 5: Discussion

This chapter follows on from the findings presented. It revisits the research questions, objectives and literature and discusses these in relation to the research findings:

- **To understand the gap between formal and informal learning in apprenticeship and its significance in successful learning.**
- **Identify what individual characteristics enable or constrain successful learning in CMDA apprentices.**
- **To understand the impact of the tripartite relationship between employer, provider and apprentice on successful learning.**
- **To conceive recommendations for the improvement and development of apprenticeship programmes to ensure they promote success for all.**

R1 How does the divide between formal and informal learning impact on apprentice success?

R2 What are the characteristics, motivation, and expectations of successful CMDA apprentices?

R3 How does the relationship between employer, apprentice and provider contribute to successful learning?

The findings provide insight into the impact of the divide between formal and informal learning, on successful learning in apprenticeship. This is provided through individual cases which consider the prior experiences, motivations, and expectations of CMDA apprentices and their impact on learning over time.

5.1 R1. *How does the divide between formal and informal learning impact on apprentice success?*

THEME 1: APPRENTICE EXPERIENCE AND LEARNING APPROACH

THEME 1.1: EXPERIENCES OF WORK AND EDUCATION

Table 46: Summary of Theme 1.1

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 1.1 EXPERIENCES OF WORK AND EDUCATION	1.1.1 Experiences of work 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role – recruit 1.1.1.2 Experiences of work more than 2 years 1.1.1.2.4 Trainee manager development post entry to work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.1 6th form 1.1.2.1.2 Standard L3 entry quals 1.1.2.1.3 A-levels 1.1.2.1.4 L2 maths and English achieved & evidenced 1.1.2.1.5 Business subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.1.2 Experiences of knowledge in practice outside of role	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established manager **1.1.2 Experiences of education** 1.1.2.2 no recent experiences of education 1.1.2.2.1 Non-standard entry experience 1.1.2.2.2 Professional management qualification 1.1.2.2.3 College/ vocational technical qualifications 1.1.2.2.4 Unrelated subject matter studied 1.1.2.2.5 Education to L2 1.1.2.2.6 Work training courses 1.1.2.2.7 Messed around in school 1.1.2.2.8 L2 English and maths achieved & evidenced 1.1.2.2.9 L2 English and maths achieved not evidenced 1.1.2.2.11 Not engaging with additional learning **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.1.2 Experiences of knowledge in practice outside of role 1.1.3.2 Experiences of practice inform knowledge	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.2.2 Experiences of practice inform knowledge 1.1.1.2.3 Experiences of knowledge in practice 1.1.1.2.4 Experiences of knowledge in practice outside role **1.1.2 Experiences of education** 1.1.2.2 No recent experiences of education 1.1.2.2.1 Non-standard entry - experience 1.1.2.2.3 College/ vocational technical qualifications 1.1.2.2.4 Unrelated subject matter 1.2.2.2.5 Educated to L2 1.2.2.2.6 Work training courses 1.1.2.2.8 L2 English and maths achieved and evidenced 1.1.2.2.9 L2 English and maths achieved not evidenced 1.1.2.2.10 Equivalent L2 qualification achieved but not accepted 1.1.2.2.11 Not engaging with additional L2 learning **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.2 Experiences of knowledge in practice outside of role 1.1.3.2 Experiences of practice inform knowledge

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 1.1 EXPERIENCES OF WORK AND EDUCATION	1.1.1 Experience of work 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role – recruit 1.1.1.2 Experiences of work more than 2 years 1.1.1.2.4 Trainee manager development post entry to work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice 1.1.3.2 Experiences of practice inform knowledge	1.1.1 Experiences of work 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice in role 1.1.3.2 Experiences of knowledge in practice inform knowledge	1.1.1 Experiences of work 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter studied 1.1.2.3 Increased experiences of education **1.1.3 Experiences of apprenticeships** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.2 Experiences of knowledge in practice outside of daily practice

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 1.1: EXPERIENCES OF WORK AND EDUCATION	**1.1.1 Experiences of work** 1.1.1.1 Experiences of work less than 2 years 1.1.1.1.1 Trainee role recruit 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established manager 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business subject matter studied **1.1.3 Experiences of apprenticeship** 1.1.3.1. Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge in practice inside role 1.1.3.1.2 Experiences of knowledge in practice outside role 1.1.3.2 Experiences of knowledge in practice inform knowledge	**1.1.1 Experiences of work** 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.2.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.3 Increased experiences of education **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in practice 1.1.3.1.1 Experiences of knowledge inside daily practice 1.1.3.2 Experiences of knowledge in practice inform knowledge	**1.1.1 Experiences of work** 1.1.1.2 Experiences of work over 2 years 1.1.1.2.1 Established in manager role 1.1.1.3 Increased experiences of work **1.1.2 Experiences of education** 1.1.2.1 Recent experiences of education 1.1.2.1.5 Business related subject matter 1.1.2.3 Increased experiences of education 1.1.2.2.9 Not engaging in additional L2 learning 1.1.2.2.9 L2 maths and English achieved, not evidenced **1.1.3 Experiences of apprenticeship** 1.1.3.1 Experiences of knowledge in daily practice 1.1.3.1.2 Experiences of knowledge in practice outside role 1.1.3.2 Experiences of knowledge in practice inform knowledge

The research provides a unique insight into the role of individual experiences of work and education on the integration of work and university in degree apprenticeship. It adds to literature that considers how formal and informal learning converge in contemporary apprenticeship by examining the role of apprentice experiences of work and education in learning (Lester, 2020). The research finds diverse experiences contributed to a personalised divide between knowledge and practice which defines learning and how it is achieved (Daley, 1999; Billett, 2009; 2016).

Experiential differences between trainee and established managers contributed to expectations, and self-efficacy for learning at university (Nicholson *et al.,* 2013), and work (Brune and Waller, 2004) influencing approach, identity, motivation and outcomes. Diverse starting points impacted the pace of progression, ability to apply learning to tasks and awareness of learning occurring in practice. In group 1 trainees limited experiences of occupational practice and recent experiences of education defined the divide between university and work. Their achievement of standard entry requirements in business related subject matter (Smith et al. 2023) was associated with a high self-efficacy for learning at university and green RAG ratings for performance and engagement. A low self-efficacy for learning at work, and a reliance on direction to apply learning is most evident where practice experiences are limited constraining engagement and logging this activity. Within this, varied prior experiences of work emphasises proximal experiences of practice (Chan, 2013) are useful for understanding how knowledge applies to practice extending this to contemporary apprenticeship. Limited experiences of practice were difficult overcome quickly because procedural knowledge was

necessary before learning through situational components could take place (Rouse,2007; Billet, 2009, Eraut, 2000; Daley, 1998). This influenced the capacity and speed of curriculum integration (Fuller and Unwin, 2005), self-regulation, and constrained deep understanding and reflection (Billett, 2009).

An opposite divide in group 2, established managers, was evident through limited or distant experiences of education, and recent experiences of work. A sense of already being a manager brought a high self-efficacy for learning at work and understanding of how knowledge applied in practice. Diverse qualifications at entry and subject matter studied were less relevant to current career path (Smith et al., 2023). Additionally, some required L2 maths and English qualifications to fulfil government completion criteria. A low self-efficacy for learning at university decreased as the value of work experience was realised (Billett, 2009; Hodkinson and Hodkinson, 2004; Billett, 2016) highlighting the value of experiences in learning in HE (Kahu et al., 2004). This was evident in universal green ratings for progression at university, challenging assumptions that prior academic achievement is indicative of performance in HE (Smith and Naylor, 2001) and mature students are disadvantaged (Van den Berg and Hofman, 2005). It highlights older learners' success, even when entry requirements are not traditional (Hoskins et al., 1997), emphasising education not an exclusive indicator of success (Archer and Davison, 2008; Hughes et al., 2013).

At phase 2 evolving experiences through participation on the CMDA of groups 1.1 and 2.1 bridged the initial divide between work and university. Here, experiences of knowledge and practice were increasingly integrated (Billett, 2009), enhancing understanding of the relevance of university curriculum in practice as the mutual benefits of work and university learning were realised. This emphasises evolving practice experiences and university curriculum (McCune et al, 2010) are key to integrating university and work. This led to the critical evaluation of these experiences as new knowledge, informing future practice (Kolb, 1984; Dreyfus, 1986; Valisner, 2000; Billett, 2009). In group 2.2 an ongoing focus on experiencing outside daily practice restricted this process.

In phase 3 separate experiences of work and education were less relevant to the divide between formal and informal learning. Instead, experiences of university learning in practice contributed to new knowledge and provided useful evidence for work portfolios. Here the process of capturing and articulating these tacit experiences was not yet routine resulting in amber RAG ratings for learning at work across groups 1.1 and 1.2. In group 2 established managers who had un-sustained experiences of knowledge in practice were furthest behind and rated red for this requirement.

THEME 1.2: LEARNING APPROACH

Table 47: Summary of Theme 1.2

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 1.2: LEARNING APPROACH	1.2.1 An acquisitional learning approach 1.2.1.1 An acquisitional learning approach at university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Seeks academic knowledge at university 1.2.1.1.4 Surface strategy at university 1.2.1.2 An acquisitional learning approach at work 1.2.1.2.1 Learning at work to meet academic requirements 1.2.1.2.2 Reflect alone at work 1.2.1.2.3 Works individually at work 1.2.1.2.4Seeks procedural knowledge at work 1.2.1.2.5 Surface approach to learning at work	1.2.2 Learning approach – through participation 1.2.2.1 A participatory approach at university 1.2.2.1.1 Reflects with apprentice peers at university 1.2.2.1.2 Collaboration with peers at university 1.2.2.1.3 Employs a deep learning strategy at university 1.2.2.1.4 Reflects on the impact of work experience on university learning 1.2.2.2 A participatory at work 1.2.2.2.1 Reflects with colleagues at work 1.2.2.2.2 Collaborates with colleagues at work 1.2.2.2.3 Reflects on the impact of university learning on practice 1.2.2.2.4 Employs a deep learning strategy at work	1.2.1 An acquisitional learning approach 1.2.1.1 An acquisitional approach at work 1.2.1.2.1 Reflect alone at work 1.2.2.2.2 Works individually at work 1.2.1.2.3 Seeks procedural knowledge 1.2.1.2.4 Surface strategy at work 1.2.1.2.5 Observation 1.2.1.2 An acquisitional approach at university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Learns individually 1.2.1.1.3 Learns through academic resources, books, and teacher led content 1.2.1.1.4 Surface strategy university 1.2.1.1.5 Learning to meet academic criteria

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 1.2: LEARNING APPROACH	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach a university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decreased collaboration with peers at university **1.2.2 Through participation** 1.2.2.2 Participation at work 1.2.2.2.1 Reflects with colleagues at work 1.2.2.2.2 Collaborates with colleagues at work 1.2.2.2.3 Reflects on impact of university learning on practice at work 1.2.2.2.4 Deep strategy at work	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach a university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decreased reflection with peers at university. 1.2.2.2.6 Decreased collaboration with peers at university **1.2.2 Through participation** 1.2.2.2 Participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on impact of university learning on practice 1.2.2.2.4 Deep strategy at work	1.2.1 Acquisitional 1.2.1.1 Acquisitional approach at university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.1.1.4 Surface strategy at university 1.2.2.2.5 Decreased reflection with peers at university 1.2.2.2.6 Decreased collaboration with peers at university 1.2.1.2 Acquisitional approach to learning at work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works individually 1.2.1.2.3 Procedural knowledge 1.2.1.2.4 Surface strategy at work 1.2.1.2.5 Learns through passive observation at work

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 1.2: LEARNING APPROACH	**1.2.1 Acquisition** 1.2.1.1 Acquisitional learning at university 1.2.1.1.1 Reflects alone at university 1.2.1.1.2 Works individually at university 1.2.1.1.3 Academic knowledge 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decrease in collaboration with others at university **1.2.2 Through participation** 1.2.2.2 Through participation at work 1.2.2.2.1 reflects with colleagues 1.2.2.2.2 collaborates with colleagues 1.2.2.2.3 Reflects with others on the impact of university learning on practice. 1.2.2.2.4 Deep strategy at work	**1.2.1 Acquisition** 1.2.1.1 Acquisitional university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually 1.2.1.1.3 Academic knowledge 1.2.2.2.5 Decreased reflection with others at university 1.2.2.2.6 Decreased collaborations with others at university 1.2.1.2 Acquisitional work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works alone at work **1.2.2 Through participation** 1.2.2.2 Through participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on impact of university learning on practice 1.2.2.2.4 Deep strategies at work	**1.2.1 Acquisitional** 1.2.1.1 Acquisitional at university 1.2.1.1.1 Reflects alone 1.2.1.1.2 Works individually 1.2.1.1.3 Academic knowledge 1.2.1.1.4 A surface strategy at university 1.2.2.2.5 Decrease in reflection with others at university 1.2.2.2.6 Decrease in collaboration with other at university 1.2.1.2 Acquisition work 1.2.1.2.1 Reflects alone at work 1.2.1.2.2 Works individually at work 1.2.1.2.3 Procedural knowledge 1.2.1.2.4 A surface strategy at work **1.2.2 Through participation** 1.2.2.2 Through participation at work 1.2.2.2.1 Reflects with colleagues 1.2.2.2.2 Collaborates with colleagues 1.2.2.2.3 Reflects on the impact of university learning on practice 1.2.2.2.4 Deep strategy at work 1.2.2.2.5 Increased participation 1.2.2.2.6 Decreased participation

Differences in how trainees and established managers approach learning shows the divide between formal and informal learning determines the approach required to learn successfully (Daley, 1999; Billett, 2009). For trainees, an acquisitional approach was initially appropriate to gain necessary procedural knowledge of work (Rouse, 2007; Dreyfus, 1986), however, restricted critical evaluation and deep understanding (Billett, 2009). Differences in established managers approach to learning in group 2.1 and 2.2 emphasise the importance of a participatory approach where learning occurred through situational experiences (Benner and Tanner,1987; Billett, 2009). Group 2.2's acquisitional approach to learning emphasises its limited value for established managers and the importance of social and metacognitive skills for identifying learning through day-to-day practice (Daley,1999).

The longitudinal data supports the suggestion learning in occupational practice evolves along a continuum from cognitive to social (Daley, 1999; Billett, 2009). In phase 2, group 1, the usefulness of acquisitional approaches diminished as time progressed (Felstead et al., 2005). A shift to a participatory approach was required to sustain learning. In group 2.1 an on-going participatory approach facilitated the application of university knowledge to challenges encountered in daily practice. Here they critique and challenge the rules and processes of practice and develop a more intuitive approach to situations (Dreyfus, 1986; Rouse, 2007). Group 2.2's sustained acquisitional approach restricted application and reflection on the meaning of knowledge in experiences.

A ubiquitous participatory approach in phase 3 highlights an increased awareness of learning through experiencing knowledge in practice which is articulated to provide evidence for work portfolios. This is most evident in group 1.1 and 1.2 where this has increased over the course of the study. A more recent change in group 2's approach, placed them further behind their peers in their awareness and

articulation of learning which continued to constrain their ability to evidence learning at work contributing to red RAG ratings for this requirement.

This theme illustrates in a VET system allowing for the development of established workers and trainees where funding requirements mandate learning at work is evidenced on a regular basis, an understanding of personalised divide between formal learning and work is necessary to ensure an appropriate approach to overcome it.

THEME 2: APPRENTICE'S SCOPE FOR LEARNING

THEME 2.1: JOB CHARACTERISTICS

Table 48: Summary of Theme 2.1

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 2.1: JOB CHARACTERISTICS	**2.1.1 Complex tasks** 2.1.1.1Access to complex tasks 2.1.1.1Access to complex tasks in daily practice **2.1.2 Autonomy** 2.1.2.2 Low – bounded to set approach **2.1.3 Employer social support** 2.1.3.1 Employer support high 2.1.3.1.1Shared purpose for learning 2.1.3.1.2 Employer provides feedback on performance 2.1.3.1.3 Employer signposts to learning opportunities 2.1.3.1.4 Employer recognises work learner identity 2.1.3.1.5 Employer has organisational and individual purpose for learning **2.1.4 Trajectory** 2.1.4.2 Gradual **2.1.5 Workload** 2.1.5.2 Manageable **2.1.6 Location** 2.1.6.2 recent move to remote working **2.1.7 Size** 2.1.7.1 SME 2.1.7.2 Large	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.1 Access to complex tasks in daily practice **2.1.2 Autonomy** 2.1.2.1 Autonomy to decide approach **2.1.3 Employer social support** 2.1.3.1 Employer shared purpose 2.1.3.2 Signposts to learning opportunities 2.1.3.3 Provides feedback on performance 2.1.3.4 Employer recognises work learner identity 2.1.3.5 Employer has individual and organisational purpose for learning **2.1.4 Trajectory** 2.1.4.1 Steep trajectory **2.5 Workload** 2.1.5.1 High workload **2.1.6 Location** 2.1.6.2 Recent move to remote working **2.1.7 Organisation size** 2.1.7.1 SME 2.1.7.2 Large	**2.1.1 Complex tasks** 2.1.1.1 Access to complex tasks 2.1.1.1.2 Access to complex tasks outside of daily practice **2.1.2 Autonomy** 2.1.2.2 Low bounded to set approach **2.1.3 Employer social support** 2.1.3.2 Employer support low 2.1.3.2.1 Employer does not recognise work learner identity 2.1.3.2.2 Employer does not share purpose for learning 2.1.3.2.3 No employer feedback on performance **2.1.4 Trajectory** 2.1.4.3 no trajectory **2.1.5 Workload** 2.1.5.1 High workload 2.1.5.1.1. Covid 2.1.5.1.2 Job responsibilities **2.1.6 Location** 2.1.6.1 At workplace 2.1.6.2 Recent move to remote working **2.1.7 Organisation size** 2.1.7.2 Large

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 2.1: JOB CHARACTERISTICS	2.1.1 Complex tasks	2.1.1 Complex tasks	2.1.1 Complex tasks
	2.1.1.1 Access to complex tasks	2.1.1.1 Access to complex tasks	2.1.1.1 Access to complex tasks
	2.1.1.1.1 Access to complex tasks in daily practice	2.1.1.1.1 Access to complex tasks in daily practice	2.1.1.1.2 Access to complex tasks outside of daily practice
	2.1.2 Autonomy	2.1.2 Autonomy	No access to complex tasks
	2.1.2.1 High decides task approach	2.1.2.1 High decides task approach	2.1.2 Autonomy
	2.1.2.1.1 Increased autonomy	2.1.3 Employer social support	2.1.2.2 Low – bounded to set approach
	2.1.3 Employer social support	2.1.3.1 Employer support high	2.3 Employer social support
	2.1.3.1 Employer support high	2.1.3.1.1 Shared purpose for learning	2.1.3.2 Employer support low
	2.1.3.1.1 Employer shared purpose for learning	2.1.3.1.2 Employer provides feedback on performance	2.1.3.2.1 No employer recognition of work learner identity
	2.1.3.1.2 Employer provides feedback on performance	2.1.3.1.3 Employer signposts to learning opportunities	2.1.3.2.2 Employer does not share purpose for learning
	2.1.3.1.3 Employer signposts to learning opportunities	2.1.3.1.4 Employer recognises work learner identity	2.1.3.2.3 No employer feedback on performance
	2.1.3.1.4 Employer recognises work learner identity	2.1.3.1.5 Employer has organisational and individual purpose for learning	2.1.4 Trajectory
	2.1.3.1.5 Employer has organisational and individual purpose for learning	2.1.4 Trajectory	2.1.4.3 No trajectory
	2.1.4 Trajectory	2.1.4.1 Steep	2.1.5 Workload
	2.1.4.1 Gradual	2.1.5 Workload	2.1.5.1 High workload
	2.1.5 Workload	2.1.5.1 High workload	2.1.5.1.1 Covid high workload
	2.1.5.1 High workload	2.1.5.1.1 Covid high	2.1.5.1.2 Job responsibility
	2.1.5.1.1 High workload covid	2.1.5.1.2 Job responsibilities	2.1.5.3 Increased workload
	2.1.5.1.2 High workload job responsibilities	2.1.5.3 Increased workload	2.1.5.3.1 Increased workload covid
	2.1.5.2 Manageable workload	2.1.5.3.1 Increased workload covid	2.1.5.3.2 Increased job responsibility
	2.1.5.3 Increased workload	2.1.5.3.2 Increased job responsibilities	2.1.6 Work location
	2.1.5.3.1 Increased covid	2.1.5.3.3 Increased workload job change	2.1.6.2 Remote working
	2.1.5.3.1 Increased job responsibilities	2.1.5.3.4 Increased workload Brexit	2.1.7 Organisation size
	2.1.6 Location	2.1.6 Work location	2.1.7.1 SME
	2.1.6.1 At workplace	2.1.6.1 At workplace	2.1.7.2 Large
	2.1.6.1.1 move back to workplace	2.1.6.1.1 Move back to workplace	
	2.1.6.2 Remote working	2.1.6.2 Remote working	
	2.1.7 Organisation size	2.1.7 Organisation size	
	2.1.7.1 SME	2.1.7.1 SME	
	2.1.7.2 Large	2.1.7.2 Large	

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 2.1: JOB CHARACTERISTICS	2.1.1 Complex tasks	2.1.1 Complex tasks	2.1.1 Complex tasks
	2.1.1.1 Access to complex tasks	2.1.1.1 Access to complex tasks	2.1.1.1 Access to complex tasks
	2.1.1.1.1 Access to complex tasks in daily practice	2.1.1.1.1 Access to complex tasks in daily practice	2.1.1.1.1 Access to complex tasks in daily practice
	2.1.1.1.2 Access to complex tasks outside of daily practice	2.1.1.2 No access to complex tasks	2.1.1.2 No access to complex tasks
	2.1.2 Autonomy	2.1.1.2.2 No access to complex tasks outside of daily practice	2.1.1.2.2 No access to complex tasks outside of daily practice
	2.1.2.1 High – decides task approach	2.1.1 Autonomy	2.1.2 Autonomy
	2.1.2.1.1 Increased autonomy	2.1.2.1 High – decides task approach	2.1.2.1 High – decides task approach
	2.1.3 Employer social support	2.1.3 Employer social support	2.1.2.2 Low – bounded to set approach
	2.1.3.1 Employer social support high	2.1.3.2 Employer support low	2.1.3 Employer social support
	2.1.3.1.1 Employer shared purpose for learning	2.1.3.2.2 Employer does not share purpose for learning	2.1.3.1 Employer support high
	2.1.3.1.2 Employer provides feedback on performance	2.1.3.2.3 No recognition or feedback on learning performance	2.1.3.1.1 Employer has shared purpose for learning
	2.1.3.1.3 Employer signposts to learning opportunities	2.1.3.4 Decreased employer support	2.1.3.1.2 Employer provides feedback on work performance
	2.1.3.1.4 Employer recognition of apprentices' work learner identity	2.1.4 Trajectory	2.1.3.1.3 Employer signposts to learning opportunities
	2.1.3.1.5 Employer has organisational and individual purpose for learning	2.1.4.1 Steep	2.1.3.1.4 Employer recognises work learner identity
	2.1.3.3 Increased employer social support	2.1.5 Workload	2.1.3.1.5 Employer has organisational an individual purpose for learning
	2.1.4 Trajectory	2.1.5.1 High workload	2.1.3.2 Employer support low
	2.1.4.1 Steep	2.1.5.1.1 Covid high workload	2.1.3.2.1 No recognition of work learner identity
	2.1.4.2 Gradual	2.1.5.1.2 Job responsibilities	2.1.3.2.2 No shared purpose for learning
	2.1.5 Workload	2.1.5.3 Increased workload	2.1.3.2.3 No feedback on performance
	2.1.5.1 High workload	2.1.5.3.2 Increased job responsibilities	2.1.3.3 Increased employer support
	2.1.5.2 Manageable workload	2.1.5.3.3 Increased workload – job change	2.1.3.4 Decreased employer support
	2.1.5.3 Increased workload	2.1.5.3.4 Increased workload Brexit	2.1.4 Trajectory
	2.1.5.3.2 Increased job responsibilities	2.1.6. Work location	2.1.4.1 Steep
	2.1.6 Work location	2.1.6.2 Remote working	2.1.5 Workload
	2.1.6.1 At workplace	2.1.7 Organisational size	2.1.5.1 High workload
	2.1.7 Organisational size	2.1.7.1 SME	2.1.6 Work location
	2.1.7.1 SME	2.1.7.2 Large	2.1.6.2 Remote working
	2.1.7.2 Large		2.1.7 Organisational size
			2.1.7.2 Large

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The findings outlined in theme 2 extend the literature that considers the role of the employer into degree apprenticeship. It identifies job characteristics are key for ensuring a divide between university and work exists at entry and evolves through ongoing complex tasks, autonomy and support (Wielenga-Meijer et al., 2010).

The research supports the suggestion job roles are varied in scope for learning (Tynjälä, 2008; Fuller and Unwin; 2003). Access to complex work tasks and autonomy for their completion was varied. There was a link between apprentices who perceived they had access to complex tasks in their daily practice and an expectation for learning in daily practice. Tightly bounded roles limited autonomy to decide task approach and restricted experiencing knowledge in practice and learning from experiences (McCauley, 1994; Karasek and Theorell, 1990; Fuller and Unwin, 2003; Taris and Kompier, 2005) suggesting higher level WBL was most suited to those whose work is characterised by these features (Stephenson and Saxton,2005).

The findings emphasise employer social support for recognising learner purpose and status at work is key for apprentices (Fuller and Unwin, 2003; Lester and Costley, 2010). This was particularly important for established managers where limited work learner status and employer purpose for learning restricted access to complex tasks in daily practice (Lester, 2020). In degree apprenticeship this extends beyond the employer's facilitation of access to suitable tasks (Gustavs and Clegg, 2011; Siebert and Costley, 2011) to critical conversations which help learners uncover how their experiences contribute to knowledge (Seibert and Costley, 2011; Messmann and Mulder, 2015; Minton and Lowe, 2019).

The longitudinal data amplifies the importance of complex tasks, autonomy and social support and the necessity for this to be personalised to individual learning trajectories in diverse cohorts (Littlejohn and Mangaryan, 2015). Successful learning was maintained when work evolved to encompass increasing task complexity and autonomy and the divide between work and university was maintained (Lave and Wenger, 1991; Fuller and Unwin, 2003; Wielenga-Meijer et al., 2010; Chan, 2013).

The impact of organisational and job change and the location of work on the balance of complex tasks, autonomy, and social support was an important longitudinal finding. Here COVID and Brexit increased workloads restricting time for learning and reflection (Boud and Rooney, 2015) and had a variable impact on social support. A return to the workplace for group 1 by phase 3 increased social support, and shared purpose for learning. This was key to the identification of work challenges as learning opportunities instead of learning constraints (Johnson and Hall, 1988). In groups 1.2 and 2 continued remote working restricted access to complex tasks, and social support. This provides a unique comparison between remote and onsite working in apprenticeship, extending Fuller and Unwin's

(2003) expansive and restrictive continuum to suggest work location as an expansive-restrictive characteristic.

Organisational size was another unexpected feature. By phase 3, Sophia and Edie who worked in SMEs were in group 1.1. Their learning was characterised by high levels of social support, recognition of learner status and opportunities to apply their learning to a range of aligned tasks and activities. This supports suggestion small employers are effective incubators for informal learning (Ashton, 2017; Devins and Gold, 2002).

THEME 2.2: UNIVERSITY CURRICULUM DESIGN AND DELIVERY:

Table 49: Summary of Theme 2.2

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 2.2: UNIVERSITY CURRICULUM DESIGN AND DELIVERY	**2.2.1 Student led** A forum for sharing ideas **2.2.2 Location** 2.2.3.1 On campus 2.2.3.2 On line learning **2.2.3 Workload** university 2.2.3.1 Workload university manageable **2.2.4. University social support** 2.2.4.1 Tutor support 2.2.4.2 Peer support	**2.2.1 Approach to university curriculum delivery** 2.2.1.1 Student led 2.2.1.1.1 A focus on sharing ideas **2.2.2 Location** 2.2.2.1 On campus 2.2.2.2 On line learning **2.2.3 Workload** 2.2.3.1 University workload - manageable **2.2.4 University social support** 2.2.4.1 Peer support 2.2.4.2 Tutor support	**2.2.1 Approach to university curriculum delivery** 2.2.1.1 Student led 2.2.1.1.1 A forum for sharing ideas **2.2.2 Location** 2.2.3.1 On campus 2.2.3.2 On line learning **2.2.3 Workload university** 2.2.3.1 Workload university manageable **2.2.4. University social support** 2.2.4.1 Tutor support 2.2.4.2 Peer support

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 2.2: UNIVERSITY CURRICULUM DESIGN AND DELIVERY	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload university** 2.2.3.2 High 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.1 Tedious task 2.2.5.2 Not user friendly	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.2 Not user friendly 2.2.5.2 Evidence requirements unclear 2.2.5.4 Technology barrier	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High university workload 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.1 A tedious task 2.2.5.2 Not user friendly

Phase 3	Goup 1.1	Group 1.2	Group 2
THEME 2.2: UNIVERSITY CURRICULUM DESIGN AND DELIVERY	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload** university 2.2.3.2 High university workload 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University Social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.3 Evidence requirements unclear	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led 2.2.1.2.1 Provides new theory about practice **2.2.2 Learning location** 2.2.2.2 remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 Workload university** 2.2.3.2 Workload high 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support	2.2.1 University approach to curriculum delivery 2.2.1.2 Teacher led **2.2.2 Learning location** 2.2.2.2 Remote learning 2.2.2.2.1 Remote learning prevents learning off the job at work 2.2.2.2.2 Remote learning technology constrains university learning **2.2.3 University workload** 2.2.3.2 University workloads high 2.2.3.3 Increased workload 2.2.3.3.1 University deadlines restrict time for logging work learning in portfolios **2.2.4 University social support** 2.2.4.1 Tutor support 2.2.4.1.1 Decreased tutor support 2.2.4.2 Peer support 2.2.4.2.1 Decreased peer support **2.2.5 Electronic learning portfolio** 2.2.5.3 Evidence requirements unclear

The design and delivery of university curriculum is important for ensuring the divide between formal and informal learning. It provided apprentices with an opportunity to discover new knowledge, through disengaging from practice to learn socially, sharing experiences and reflection (Fuller and Unwin, 2003). The in person, student centred, interactive delivery apprentices reflected on during phase 1 was most beneficial when apprentices had experiences of practice to build and reflect on (Middleton, 2013; Dolmans et al., 2016; Kahu et al., 2013). This increased self-efficacy and supported the integration of knowledge and practice (Merrill, 2012; Van Merrienboer and Kirschner, 2013). Trainees with the least experience of work did not initially understand the benefits of learning in this way. Here learning was restricted through their limited ability to link university learning to practice. This is an important consideration for providers managing cohorts comprising of learners with diverse experiences who may need to consider how to integrate trainees and established managers.

The findings provide unique empirical insight into the impact of remote learning in degree apprenticeship and highlight the importance of teacher as facilitator of workplace knowledge (Lester and Costley, 2010; Boud and Solomon, 2001; Billett, 2015a). The longitudinal data emphasises the value of university as a forum for collaborative learning and reflection declined as learning moved on-line. A shift to teacher centred, didactic delivery ubiquitously diminished collaborative learning (Leung

et al. 2008). This is counter to Thurmond and Wambach's (2004) and Robinson and Hullinger's (2008) suggestion online delivery enhanced collaboration between learners and their ability to reflect and learn from each other's experiences (Garcia-Verdrenne et al., 2020). Challenges with technology compromised engagement and delivery (Restauri et al., 2006) creating dissatisfaction and negative feelings about learning (Pollack and Wilson, 2002). This was a particular barrier to engagement for those with limited academic experience or a preference for in person learning (Xu and Smith Jaggers, 2013) who struggled with the increased motivation required to learn in this way. Although the RAG data did not indicate a negative impact on university engagement and progression, achievement of 20% off the job learning was adversely impacted by increased focus on university to compensate for these challenges and perceptions that on-line learning was affecting attainment.

An interesting finding was a conflict between the structured design of formal learning which incorporated short term assessment deadlines and the more flexible requirements to evidence learning at work. A prioritisation of university deadlines at the expense of developmental learning in practice and explains differences in progression at university and work within the RAG data.

THEME 2.3: CURRICULUM ALIGNMENT

Table 50: Summary of Theme 2.3

Phase 1	Group 1	Group 1.2	Group 2
THEME 2.3: CURRICULUM ALIGNMENT	2.3.1 University to work 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum	2.3.1 University to work 2.3.1.1 Aligned University curriculum relevant to work context. 2.3.1.1.1 Provider familiar with work context 2.3.1.2 Not aligned University curriculum not relevant to work context 2.3.1.2.1 Provider does not understand organisational context 2.3.1.2.2 University assessments not relevant work context **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2.1 Tasks not synchronised 2.3.2.2.2 Employer unfamiliar with university curriculum	2.3.1 University to work 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 2.3: CURRICULUM ALIGNMENT	**2.3.1 University to work** 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum	**2.3.1 university to work** 2.3.1.1 Aligned 2.3.1.1 university curriculum includes work context 2.3.1.2 Not aligned University curriculum does not include work context **2.3.2 work to university** 2.3.2.1 Aligned 2.3.2.1.1 Synchronised 2.3.2.1.3 Increased synchronisation apprentice driven 2.3.2.1.4 Increased synchronisation employer understanding of university curriculum 2.3.2.2 not aligned 2.3.2.2.1 Not synchronised 2.3.2.2.1.1 Employer unfamiliar with university curriculum	**2.3.1 University to work** 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context 2.3.1.2.2 University assessments not relevant to work **2.3.2 Work to university** 2.3.2.1 Aligned 2.3.2.1.1 Employer familiar with university curriculum 2.3.2.2 Not aligned 2.3.2.2 Employer unfamiliar with university curriculum

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 2.3: CURRICULUM ALIGNMENT	**2.3.1 university to work** 2.3.1.1 Aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 Not aligned 2.3.1.2.1 University curriculum does not include work context. 2.3.1.2.2 University assessments not relevant to work **2.3.2 work to university** 2.3.2.1 Aligned 2.3.2.1.1 Employer understands requirements of university curriculum	**2.3.1 University to work** 2.3.1.1 aligned 2.3.1.1.1 University curriculum includes work context 2.3.1.2 not aligned 2.3.1.2.1 University curriculum does not include work context **2.3.2 Work to university** 2.3.2.2 Not aligned 2.3.2.2.1 Employer not familiar with university curriculum	**2.3.1 University to work** 2.3.1.1. Aligned 2.3.1.1.1 University curriculum includes work context **2.3.2 Work to university** 2.3.2.1 Aligned 2.3.2.1.1 Employer familiar with requirements of university curriculum 2.3.2.2 Not aligned 2.3.2.2.1 employer unfamiliar with university curriculum

This research suggests alignment between work and university is key for bridging the divide between formal and informal learning within degree apprenticeship (Messmann and Mulder, 2015; Hughes and Saieva, 2019; Lillis and Bravenboer, 2020; Lester, 2020).

Work to university

There is empirical support for Messmann and Mulder's (2015) suggestion situational experiences of knowledge in practice are key for overcoming the divide between formal and informal learning, promoting reflection and critical evaluation. It supports Lester's (2020) assertion that in degree apprenticeship the synchronisation of work tasks with university curriculum facilitates critical analysis and reflection and extends this to apprenticeships in management and leadership. It broadens research in the field to encompass the characteristics of work that support this. In phase 1 an overarching lack of employer awareness of CMDA requirements limited the deliberate synchronisation of work and university. Consequentially opportunities to apply university learning to

live business tasks and problems were missed, limiting reflection on impact. This was most restrictive where experiences of practice were limited or where subject matter did not form part of work (Messman and Mulder, 2015).

The research provides a unique longitudinal qualitative perspective on the impact of work - university alignment on learning. A minority of cases in phase 2 show a purpose for learning, recognition of learner status and increased employer understanding of the organisational benefits of learning in practice enhanced access to and engagement with corresponding live tasks and challenges at work. This exposed apprentices to impact and feedback from work colleagues which enhanced critical thinking, and reflection with others (Messmann and Mulder, 2015). Where this was absent this necessitated a self-directed approach which was most successful when apprentices had autonomy to organise work tasks and choose how they approached them (Stephenson and Saxton, 2005). A corresponding shift from remote working back to the office due to relaxation of covid restrictions highlighted the value of face-to-face social interaction for curriculum synchronisation.

In phase 3 ongoing or increased work to university alignment in group 1.1 emphasises this evolved beyond task-oriented alignment as employer understanding of the reciprocal benefits of learning increased. This supported an enhanced shared purpose for learning (Fuller and Unwin, 2003) and extraction of knowledge from situational experiences through exposure to live feedback and critical discussions on the individual and organisational impact of learning (Garrick and Clegg, 2005). In group 1.2 and group 2 an absence of these characteristics restricted the evolution of work to university alignment.

University to work

The incorporation of work context into university curriculum was equally important for helping apprentices to bridge the divide between university and work. When university was relevant to work, apprentices learned collaboratively at work (Messmann and Mulder, 2015). The opposite resulted in acquisitional learning and having to work harder. University to work alignment was varied across cases and groups posing a particular challenge when the work context was an SME, public or not for profit organisation, or unfamiliar to the teaching team. This was exacerbated by remote learning which restricted social support from university and peers, opportunities to discuss context, and talk through alignment issues. This emphasises the context dependency of learning in the field of management which spans diverse job roles and sectors (Kossek and Perrigino, 2016).

The data illustrates an ongoing problem of curriculum alignment within the CMDA's modular design. Here, the relevance of university curriculum to work does not evolve in phases 2 and 3. It is

constrained by on-line delivery, a decrease in student led learning, and social interaction with university staff. This further limited tutor's understanding of work context and embedding variety into the virtual classroom.

The variability of curriculum synchronisation and the time it takes to develop is an important consideration for employers and providers. A process for ensuring this takes place at an earlier stage may be necessary to help apprentices understand and articulate the impact of work on university and vice versa. Its variability within the findings demonstrates a significant risk to the successful achievement of the 20% off the job learning requirement, and deep learning and critical reflection required to learn in apprenticeship. Tutor understanding of cohort composition by organisations, sectors, and levels of competence is important for assuring apprentices have confidence to apply university learning to practice.

5.2 R2: What are the characteristics, motivation, and expectations of successful CMDA apprentices?

THEME 3: APPRENTICE'S EXPECTATIONS AND LEARNER IDENTITY

THEME 3.1: EXPECTATIONS

Table 51: Summary of Theme 3.1

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 3.1: EXPECTATIONS	3.1.1 Expectations learning at work 3.1.1.1 Expects to learn through daily practice 3.1.1.1.1 Expects to acquire procedural and organisational knowledge 3.1.1.1.2 Expects to use off the job time for university assessments 3.1.1.3 Expects learning takes place through acquisition 3.1.1.2.1 Expects to learn through engaging in work tasks alone 3.1.5.2 Expects learning at work is directed 3.1.5.2.1 Expects learning at work to be employer led 3.1.5.2.2 Expects employer to signpost to information/ opportunities 3.1.5.2.3 Expects learning to be organised 3.1.1.8 Expects Learning has a fixed end point **3.1.2 Expectations learning at university** 3.1.2.1 University learning through acquisition 3.1.2.1.1 Expects to acquire academic theory/ concepts 3.1.2.3 Expects university learning is directed 3.1.2.3.1 Expects university learning is teacher led 3.1.2.3.2 Expects university learning is organised **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1 Learning to be a manager 3.1.3.2 Expectations of successful learning at university 3.1.4.1 Attainment in assessment – grades **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.1 Self-efficacy learning at university high 3.1.4.2 Expectations of performance at work 3.1.4.2.2 Self-efficacy learning at work low	3.1.1 Expectations of learning at work 3.1.1.2 Expects to learn at work through participation 3.1.1.2.1 Expects to learn through engagement with the work community 3.1.1.2.2 Expects to learn at work through collaboration with others 3.1.1.6 Expects learning at work is self-directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.6.2 Expects to seek out knowledge for themselves 3.1.1.7 Learning at work is a continual process **3.1.2 Expectation of learning at university** 3.1.2.2 Expects to learn at university through participation 3.1.2.2.1 Expects to learn through collaborating with others at university 3.1.2.6 Learning at university is self-directed 3.1.2.6.1 Learning at university is student led 3.1.2.6.1 Learning at university is spontaneous 3.1.2.7 Learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.2 To learn new knowledge for workplace practice **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.2 Self-efficacy for learning at university low 3.1.4.2 Expectations of performance in learning at work 3.1.4.2.1 Self efficacy for learning at work high.	3.1.1 Expectations Learning at work 3.1.1.2 Expects learning to take place outside of daily practice 3.1.1.3 Expects learning at work takes place through acquisition 3.1.1.1.1 Expects to acquire procedural and organisational knowledge 3.1.1.1.3 Expects to learn through engaging in work tasks alone 3.1.2.2.1 Expects to use off the job time for university assessments 3.1.1.6 learning at work is self-directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.6.2 Expects to seek out knowledge for themselves **3.1.2 Expectations learning at university** 3.1.2.1 Learning at university takes place through acquisition 3.1.2.1.1 Expects to acquire theory/concepts 3.1.2.3 Learning at university is directed 3.1.2.3.1 Expects learning at university to be teacher led 3.1.2.5.2 Organised 3.1.2.7 learning at university has a fixed end point 3.1.2.8 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.3 Ability to advance career 3.1.3.2 Expectations for learning at university 3.1.3.2.1 Attainment in university assessment – grades **3.1.4 Expectations of own performance** 3.1.4.2 Expectations of performance at university 3.1.4.2.1 Self efficacy for learning at university low 3.1.4.1 Expectations of performance at work 3.1.4.1.2 Self efficacy for learning at work low

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 3.1: EXPECTATIONS	3.1.1 Expectations learning at work	3.1.1 Expectations of learning at work	3.1.1 Expectations for learning at work
	3.1.1.1 Expects learning at work to take place in daily practice	3.1.1.1 Expects learning to take place in daily practice	3.1.1.2 Expects learning to take place outside of daily practice
	3.1.1.4 Expects to learn through participating in practice	3.1.1.4 Expects to learn at work through participation	3.1.1.3 Expects learning at work to take place through acquisition
	3.1.1.6 expects learning a work is self-directed	3.1.1.4.1 Expects to learn through day-to-day engagement in the work community	3.1.1.3.1 Expects to acquire procedural/ organisational knowledge
	3.1.1.7 Learning at work is a continuous process	3.1.1.4.2 Expects to learn collaboratively with and from others	3.1.1.3.2 Expects to use off the job time for university assessments
	3.1.2 Expectations of learning at university	3.1.1.6 Expects learning at work to be self-directed	3.1.1.3.3 Expects to learn through engaging in work tasks alone
	3.1.2.2 Expects to learn at university through participation	3.1.1.7 Expects learning at work is a continuous process	3.1.1.3 Expects learning at work to be directed
	3.1.2.2.1 Expects to learn through collaborating with others at university	3.1.2 Expectations of learning at university	3.1.2 Expectations of learning at university
	3.1.2.3 Expects university learning is formal	3.1.2.2 Expects to learn at university through participation	3.1.2.2 Expects to learn at university through participation
	3.1.2.5 Expects university learning to be directed	3.1.2.2.1 Expects to learn through collaborating with others at university	3.1.2.2.1 Expects to learn through collaborating with others at university
	3.1.2.5.1 Teacher led	3.1.2.3 Expects university learning is formal	3.1.2.3 Expects university learning is formal
	3.1.2.5.2 Organised	3.1.2.5 Expects university learning to be directed	3.1.2.5 Expects university learning to be directed
	3.1.2.6 Expects university learning to be self-directed	3.1.2.5.1 Teacher led	3.1.2.5.1 Teacher led
	3.1.2.6.1 Student led	3.1.2.5.2 Organised	3.1.2.5.2 Organised
	3.1.2.6.2 Spontaneous	3.1.2.6 Expects university learning to be self-directed	3.1.2.6 Expects university learning to be self-directed
	3.1.2.7 Learning at university has a fixed end point	3.1.2.6.1 Student led	3.1.2.6.1 Student led
	3.1.2.8 University learning applies to work	3.1.2.6.2 Spontaneous	3.1.2.6.2 Spontaneous
	3.1.3 Expectations of successful learning	3.1.2.7 Learning at university has a fixed end point	3.1.2.7 Learning at university has a fixed end point
	3.1.3.1 Expectations of successful learning at work	3.1.2.8 University learning applies to work	3.1.2.8 University learning applies to work
	3.1.3.1.1 Learning to be a manager	3.1.3 Expectations of successful learning	3.1.3 Expectations of successful learning
	3.1.3.1.2 Transfer of knowledge back to work	3.1.3.1 Expectations of successful learning at work	3.1.3.1 Expectations of successful learning at work
	3.1.3.1.3 Ability to advance career	3.1.3.1.2 transfer of knowledge back to work	3.1.3.1.3 Ability to advance career
	3.1.3.2 Expectations of successful learning at university	3.1.3.1.3 Ability to advance career	3.1.3.2 Expectations of successful learning at university
	3.1.3.2.1 Attainment in university assessment -grades	3.1.3.2 Expectation of successful learning at university	3.1.3.2.1 Attainment in university assessment – grades
	3.1.3.2.2 To learn new knowledge for workplace practice	3.1.3.2.1 Attainment in university assessment – grades	3.1.4 expectations of own performance
	3.1.4 Expectations of own performance	3.1.3.2.2 Expects to learn new knowledge for workplace practice	3.1.4.1.1 Self efficacy for learning at university high
	3.1.4.1 Expectations of performance at university	3.1.4 Expectations of own performance	3.1.4.1.2 Self efficacy for learning at university low
	3.1.4.1.1 Self efficacy learning at university high	3.1.4.1 Expectations of performance at university	3.1.4.2.1 Self efficacy for learning at work high
	3.1.4.2 Expectations for performance in learning at work	3.1.4.1.1 self-efficacy for learning at university high	3.1.4.2.2 Self efficacy for learning at work low
		3.1.4.2.1 Self-efficacy for learning at work high	

Phase 3	Group 1.1	Group 1.2	Group 1
THEME 3.1: EXPECTATIONS	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning to take place in daily practice 3.1.1.4 Expects to learn at work through participation 3.1.1.4.3 Increased expectation for learning at work though participation 3.1.1.6 Expects learning at work to be self-directed 3.1.1.6.1 Expects to take responsibility for learning at work 3.1.1.7 Learning at work is a continuous process **3.1.2 Expectations of learning at university** 3.1.2.1 Expects to learn at university through acquisition 3.1.2.2.1 Decreased expectation for learning through participation at university 3.1.2.3 Learning at university is directed 3.1.2.3.1 Learning at university is teacher led 3.1.2.4 Learning at university has a fixed end point 3.1.2.5 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.1 Learning to be a manager 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.1.3 Ability to advance career 3.1.3.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainment in university assessment – grades 3.1.3.2.2 To learn new knowledge for work practice 3.1.3.2.3 To just get through it **3.1.4 Expectations of own performance** 3.1.4.1 Expectations of performance at university 3.1.4.1.1 Self efficacy for learning at university high 3.1.4.2 Expectations of performance at work 3.1.4.2.1 Self efficacy for learning at work high	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning to take place in daily practice 3.1.1.4 Expects learning at work to take place through participation 3.1.1.4.1 Expects to learn through day-to-day engagement in the work community 3.1.1.4.2 Expects to learn collaboratively with and from others 3.1.1.6 Expects learning at work is self-directed 3.1.1.7 Learning at work is a continual process **3.1.2 Expectations of learning at university** 3.1.2.1 Acquisition 3.1.2.1.1 expects to acquire theory/ concepts 3.1.2.3 expects learning at university to be directed 3.1.2.3.1 Teacher led 3.1.2.2.4 Learning at university has a fixed end point 3.1.2.5 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.2.1.1 Learning to be a manager 3.1.2.1.2 Transfer of knowledge back to work 3.1.2.1.3 Ability to advance career 3.1.2.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2.1 Attainment in university assessment – grades 3.1.3.2.2 To learn new knowledge for workplace practice 3.1.3.2.3 to just get through it **3.1.4 expectations of own performance** 3.1.4.1 Expectations of own performance at university 3.1.4.1.2 Decreased self-efficacy university 3.1.4.2 Expectations of own performance at work 3.1.4.2.4 Decreased self-efficacy work 3.1.4.2.3 Increased self-efficacy work	**3.1.1 Expectations of learning at work** 3.1.1.1 Expects learning at work to take place in daily practice 3.1.1.4 Expects learning at work to take place through participation 3.1.1.4.1 Expects learning to take place through day-to-day engagement in the work community 3.1.1.4.2 Expects to learn collaboratively with and from others 3.1.1.6 Expects learning at work is self-directed 3.1.1.7 Learning at work is a continual process **3.1.2 Expectations of learning at university** 3.1.2.1 Expects learning at university to be acquisitional 3.1.2.1.1 Expects to acquire theory and concepts 3.1.2.3 Expects learning at university to be directed 3.1.2.4 Learning at university has a fixed end point 3.1.2.5 University learning applies to work **3.1.3 Expectations of successful learning** 3.1.3.1 Expectations of successful learning at work 3.1.3.1.1 Learning to be a manager 3.1.3.1.2 Transfer of knowledge back to work 3.1.3.1.3 Ability to advance career 3.1.3.1.4 Increased confidence at work 3.1.3.2 Expectations of successful learning at university 3.1.3.2 Attainment in university assessments – grades 3.1.3.2.2 To learn new knowledge for workplace practice 3.1.3.2.3 Just to get through it **3.1.4 Expectation of own performance** 3.1.4.1 Expectation of own performance at university 3.1.4.1.2 Decreased self-efficacy at university 3.1.4.2 Expectation of own performance at work 3.1.4.2.5 Increased self-efficacy at work 3.1.4.2.4 Decreased self-efficacy at work

Expectations are key for preparing apprentices for learning in HE (Nicholson et al., 2013) and work (Park and Choi, 2016; Pillay et al., 2003) separately. Their usefulness for facilitating successful learning depends on their synergy with the approach to gain new knowledge at work and university (Billett, 2009). A universal expectation learning would take place at university was associated with green RAG ratings for performance and engagement at university. Expectations for peer-to-peer collaboration, self-directed learning and student led teaching link to collaborative learning, activating deep understanding and reflection (Nicholson et al., 2013; Stigmar, 2016) on theory and experiences of practice. An exception was Edie, with the least experience of practice to draw upon she did not understand the value of learning in this way. Her expectations for teacher led delivery and low self-efficacy for collaborative learning restricted engagement (Lowe and Cook, 2003).

Expectations for learning at work were more varied and reflected in high numbers of amber and red ratings for this requirement. Trainees in group 1 expected to learn at work and to approach this through acquisition and guided instruction. Here learning was achieved but deep understanding and reflection was not (Park and Choi, 2016). Established employees in group 2 were divided by their expectations. Group 2.1's expectations for learning in role led to application of formal learning to complex tasks in daily practice. This increased self-efficacy for learning (Bandura, 1982; Choudhury, 2009), activating reflection and criticality. In group 2.2 expectations for learning outside daily practice restricted access to active participation in complex tasks. This led to acquisitional learning that constrained deep understanding and reflection. This reinforces Pillay et al.'s (2003) suggestion

expectations for learning at work positively influence approach and engagement (Briggs et al., 2012) and active learning in practice. Links to deep learning and critical reflection as outcomes are confirmed (Hattie, 2009; Boud, 2001) which are key for integrating work and university. It challenges Chan's (2013) suggestion experiences of work lead to expectations that drive successful apprenticeship.

In phase 2, group 1 expectations of learning at work as acquisitional were replaced with increased expectations for learning through participation (Billett, 2009). Group 2.1's awareness of the value of university learning in practice increased resulting in greater engagement in application of university learning to work. In both groups self-efficacy for learning increased effort and engagement (Stajkovic and Luthans, 1998; Alessandri et al., 2015), leading to greater scope and depth of learning (Pillay et al., 2003). An ongoing expectation for learning outside role in group 2.2 led to sustained acquisitional learning, limited experiences of knowledge in practice, restricted capacity, and low self-efficacy for deepening knowledge of work. This reinforces the suggestion expectations are indicative of engagement and outcomes (Pillay et al.,2003; Doornbos et al, 2008).

In this phase a change in job role for Seb increased expectations for learning in practice through perceived scope and access to learning in role. The necessity for an acquisitional approach was constraining to his deepening understanding of practice. This highlights the importance of aligning expectations for active learning with access to opportunities.

A greater homogeneity of expectations for learning through participation in practice in phase 3 resulted in heightened engagement and an increased awareness of the learning process for all but those constrained by time, access and support which posed a risk to successful completion of off the job learning targets. Across cases the expectation for student led learning at university were misaligned with a shift to teacher led delivery during COVID. Whilst this led to dissatisfaction with the loss of valuable collaborative learning, decreased self-efficacy, and restricted refection, this was not evident in the RAG data for performance or engagement.

THEME 3.2 LEARNER IDENTITY

Table 52: Summary of Theme 3.2

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 3.2: LEARNER IDENTITY	3.2.1. Identity - learner at work 3.2.1.1 Learner at work - inside role 3.2.2 Learner at university	3.2.1 Identity - Learner at work 3.2.1.1 Learner at work inside role 3.2.2 Learner at university	3.2.1 Identity – learner at work 3.2.1.2 Learner at work outside of role 3.2.2 Identity - learner at university

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 3.2: LEARNER IDENTITY	3.2.1 Learner at work 3.2.1.1 Learner at work inside daily practice 3.2.2 Learner at university	3.2.1 Learner at work 3.2.1.1 Learner at work inside daily practice 3.2.1.1.1 Increased learner identity in daily practice 3.2.2 Learner at university	3.2.1 Learner at work 3.2.1.2 outside role – outside of daily practice 3.2.2 Learner at university

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 3.2: LEARNER IDENTITY	3.2.1 Learner identity at work 3.2.1.1 Learner identity inside daily practice 3.2.2 Learner identity at university	3.2.1 Learner at work 3.2.1.1 Learner identity in daily practice 3.2.1.1.1 Increased identity in daily practice 3.2.2 Learner identity at university	3.2.1 Learner identity at work 3.2.1.1 Learner identity in daily practice 3.2.2 Learner identity at university

Linked to expectations, ubiquitous learner identities at university across cases and phases, correlated with green RAG ratings for progression and engagement. Diverse experiences and expectations of work made the extension of learner identity to work varied (Nicholson and Carroll, 2013; Schedlitzski, 2019), supporting Smith et al.'s (2023) suggestion degree apprentices have varied work learner identities. A work learner identity in group 1 was intrinsically linked to trainees, supporting Chan's (2013) suggestion novice apprentices construct new work identities as they experience work, form expectations, and construct professional identities. Group 2's established professional identities as managers were divided by their expectations for learning at work. Group 2.1's learner identities in role were associated with expectations for applying university knowledge to daily practice which resulted in deep learning and reflection. Group 2's strong professional identities were linked to an expectation that learning was necessary in role (Nicholson and Carroll, 2013). This limited engagement and access to opportunities to apply learning to complex tasks outside role.

Across the longitudinal study apprentice's work learner identities evolved through experiences and changing expectations of learning on the CMDA. In Phase 2 group 2.1 changes in job role increased identity as learner in daily practice for Seb. However, reconstruction of his identity in "unfamiliar territory" (Wenger, 1998:153) necessitated acquisitional learning for new procedural knowledge (Billett, 2009) and deliberative learning (Eraut, 2000). This was counter to the development of deep

learning and critical reflection required to continue learning at a higher academic and occupational level.

By phase 3, universal expectations for learning in daily practice across cases corresponded with a ubiquitous learner identity in role. Heightened awareness of learning occurring in practice led to increased engagement in applying knowledge to practice to provide evidence for work portfolios. This confirms the importance of identity for ensuring a participatory approach necessary to advance learning in established managers. It supports Nicholson and Carroll's (2013) suggestion established professionals undergo a process of "identity undoing" before learning can take place within their daily practice (Schedlitzski, 2019). This was least developed in group 2 where an identity as worker learner had taken longest to evolve. Here apprentices were furthest behind and rated red for off the job learning requirements. A link to employer recognition of work learner status in this group highlights its importance for establishing and maintaining a work learner identity and an important feature of expansive learning (Fuller and Unwin, 2003).

The research confirms Smith et al.'s (2023) suggestion degree apprentice's expectations and identities are diverse and extends this understanding to how apprentices perceive the divide between formal and informal learning and its association with learning. In a VET system increasingly repurposed to fulfil the requirements of productive aging (Leonard et al., 2018) differentials in expectations and their association with work learner identity are important considerations for stakeholders. The research suggests early expectations for learning in daily practice and integrating work and university are linked to a strong work learner identity. For providers and employers setting initial expectations for learning at the start and throughout to ensure engagement and understanding of the personalised process of identity construction, and deconstruction is important (Nicholson et al. 2013; Park and Choi, 2016). Furthermore, there are considerations regarding the impact of job change on expectations and identity where expectations of increased scope for learning are not always realised. The research suggests stakeholders including apprentices consider the impact of such moves on learning plans and ensure a shared purpose and work learner identity are maintained.

THEME 4: APPRENTICE'S MOTIVATION AND GOAL ORIENTATION

THEME 4.1 MOTIVATION

Table 53: Summary of Theme 4.1

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 4.1: MOTIVATION	**4.1.1 Motivation for learning at work** 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.2 Motivation extrinsic occupational competency **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic – motivated by ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire for improved work performance -becoming a better manager 4.1.2.1.2 Enjoyment of learning 4.1.2.1.3 To share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter	**4.1.1 Motivation for learning at work** 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic career move **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 Extrinsic personal achievement 4.1.2.2.3 Extrinsic financial

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 4.1: MOTIVATION	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.4.1.3 Intrinsic ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 To share knowledge with others 4.1.2.1.4 Becoming a better manager 4.1.2.1.5 Organisational benefit	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.4.1.3 Intrinsic ongoing personal and professional development **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance - becoming a better manager 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter 4.1.2 .2 Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 Personal achievement	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic Career move **4.1.2 Motivation for learning at university** 4.1.2.2 Motivation for learning at university extrinsic 4.2.1.1 Extrinsic Academic achievement leading to degree award 4.2.1.1.2 Personal achievement

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 4.1: MOTIVATION	**4.1.1 Motivation for learning at work** 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic – ongoing personal and professional development 4.1.1.2.2 Increased intrinsic motivation for learning at work **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance 4.1.2.1.2 Intrinsic Enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Becoming a better manager 4.1.2.1.5 Organisational benefit	4.1.1 Motivation for learning at work 4.1.1.2 Motivation for learning at work intrinsic 4.1.1.2.1 Intrinsic ongoing personal and professional development 4.1.1.2.2. Increased intrinsic motivation for learning at work **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university intrinsic 4.1.2.1.1 Desire to improve work performance – becoming a better manager 4.1.2.1.2 Intrinsic – enjoyment of learning 4.1.2.1.3 Share knowledge with others 4.1.2.1.4 Organisational benefit 4.1.2.1.5 Interest in subject matter 4.1.2.1.6 Increased intrinsic motivation for learning at university 4.1.2.1.6.1 Early achievement of career goal 4.1.2.2. Motivation for learning at university extrinsic 4.1.2.2.1 Extrinsic academic achievement leading to degree award 4.1.2.2.2 personal achievement	**4.1.1 Motivation for learning at work** 4.1.1.1 Motivation for learning at work extrinsic 4.1.1.1.1 Extrinsic career move **4.1.2 Motivation for learning at university** 4.1.2.1 Motivation for learning at university extrinsic 4.1.2.1.1 Extrinsic – academic achievement leading to degree award 4.1.2.1.2 Personal achievement

Consistent with other studies that have explored motivation for learning in contemporary apprenticeship, an extrinsic motivation for degree achievement is universal (Leonard et al., 2018; Engeli and Turner, 2019; Lester, 2020; Smith et al., 2023). Here, this is associated with high progression and engagement at university evident in green RAG ratings observed throughout the study. Motivation for undertaking learning at work is more variable and linked to experiences, learner expectations and identities.

In Phase 1, group 1 trainees' extrinsic motivation to learn at work and university, was linked to achieving the degree qualification and occupational competency at work separately. Group 2's established managers were divided by intrinsic or extrinsic motivation where motivation for learning was linked to expectations for learning internal or external to daily practice. This confirms Smith et al. (2023), and Hughes et al. (2019) suggestion older and younger apprentices have different motivations but counters their view that all older apprentices are intrinsically motivated by the impact of formal learning in practice. Group 2.1's intrinsic motivation was a desire to learn for personal and organisational benefit, whilst group 2.2's extrinsic motivation is linked to personal achievement and expectations and identity as learner outside of role.

Research in the field is extended to link motivation with learning approach and outcomes. There is an association between extrinsic motivation and surface approaches to learning (Vandewalle et al. 2018) in groups 1 and 2.2. This was most useful for advancing learning in group 1 where an acquisitional

approach supported gaining procedural knowledge at work. It was less useful for group 2.2 where it restricted the deep learning and reflection required to extract learning from experiences and evidence learning at work. Intrinsic motivation in group 2.1 was associated with applying university learning in daily practice to gain a deeper understanding of work (Vandewalle et al., 2018). This afforded more time to complete university tasks in off the job time. Here ongoing amber and red ratings for learning at work were attributed to a limited proficiency for articulating and logging these experiences in portfolios suggesting more guidance on reflective writing may be required.

Motivations for learning were subject to change over time. An increased intrinsic motivation in phase 2 within groups 1 and 2.1 was associated with a corresponding awareness of how university knowledge deepened understanding of work and impacted on performance. This led to an enthusiasm for integrating university and work. Group 2.2's extrinsic motivation was linked to ongoing expectations that university learning was not useful for advancing daily practice. As expectations and work learner identities evolved to be more consistent across cases, motivation became a key differentiator in phase 3. Despite expectations for learning in day-to-day practice and an increase in work learner identity, underlying personal motivations continued to constrain learning in group 2.

THEME 4.2 GOAL ORIENTATION

Table 54: Summary of Theme 4.2

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 4.2: GOAL ORIENTATION	4.2.1 Goal orientation learning at university 4.2.1.2 Performance orientation learning at university 4.2.1.2.2 Focuses on university assessments 4.2.1.2.3 Does not engage in reflection at university 4.2.1.2.4 Required direction 4.2.1.2.5 Avoidance – fear of failure **4.2.2 Goal orientation learning at work** 4.2.2.2 Performance orientation learning at work 4.2.2.2.1 Learning to meet requirements of university assessment 4.2.2.2.2 Employs a surface approach at university	4.2.1 Goal orientation at university 4.2.1.1 Learning orientation 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self-directed learning at university 4.2.1.1.3 Seeks out feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation at work** 4.2.2.1 Learning orientation at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn at work 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work	4.2.1 Goal orientation at university 4.2.1.2 performance orientation – learning at university 4.3.2.1 Focuses on university academic assessments 4.3.2.2 Does not engage in reflection at university 4.3.2.3 Requires direction 4.3.2.4 Avoidance, fear of failure **4.2.2 Goal orientation at work** 4.2.2.2 Performance orientation learning at work 4.2.2.2.1 learning to meet the requirements of university assessment. 4.2.2.2.2 Requires direction at work 4.2.2.2.3 Does not engage in reflection at work 4.2.2.2.4 Does not seek out feedback at work

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 4.2: GOAL ORIENTATION	4.2.1 Goal orientation at university 4.2.1.1 Learning orientation – learning at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self-directed approach at university 4.2.1.1.3 Seeks out support and feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation learning at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 A Self-directed learner 4.2.2.1.2 Seeks opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work	4.2.1 Goal orientation learning at university 4.2.1.1 Learning orientation learning at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.2 Performance orientation learning at university 4.2.1.2.1 Focuses on university academic assessments 4.2.1.2.2 Does not engage in reflection at university **4.2.2 Goal orientation learning at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 Self-directed 4.2.2.1.2 Seeks opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work	4.2.1 Goal orientation – learning at university 4.2.1.2 Performance orientation at university 4.2.1.2.1 Focuses on university assessments 4.2.2.2 Performance orientation – learning at work 4.2.2.2.1 Learning to meet the requirements of university assessment 4.2.1.2.4 Avoidance, fear of failure **4.2.2 Goal orientation – learning at work** 4.2.2.2.1 learning to meet the requirements of university assessment. 4.2.2.2.2 Employs a surface approach to learning at work 4.2.2.2.3 Not engaged in logging learning at work in pebblepad

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 4.2: GOAL ORIENTATION	4.2.1 Goal orientation at university 4.2.1.1 Learning orientation –learning at university 4.2.1.1.1 Considers how practice experiences inform knowledge 4.2.1.1.2 Self directed approach at university 4.2.1.1.3 Seeks out support and feedback and reflects 4.2.1.1.4 Mistakes are an opportunity to learn **4.2.2 Goal orientation at work** 4.2.2.1 Learning orientation - learning at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn in day-to-day practice. 4.2.2.1.3 Seeks out feedback and support. 4.2.2.1.4 Reflects on how theory applies to work.	4.2.1 Goal orientation learning at university 4.2.1.1 Learning orientation at university 4.2.1.1.1 Considers how university learning applies to practice 4.2.1.1.2 Self directed approach to learning 4.2.1.2 Performance orientation learning at university 4.2.1.2.2 Does not engage in reflection at university **4.2.2 Goal orientation Learning at work** 4.2.2.1 Learning orientation at work 4.2.2.1.1 Self-directed learning at work 4.2.2.1.2 Looks for opportunities to learn in day-to-day practice 4.2.2.1.3 Seeks out feedback and support 4.2.2.1.4 Reflects on how theory applies to work	4.2.1 Goal orientation at work 4.2.1.2 Performance orientation at university 4.2.1.2.1 Focuses on academic assessments 4.2.1.2.2 Does not engage in reflection at university 4.2.1.2.3 Requires direction 4.2.1.2.4 Avoidance, fear of failure **4.2.2 Goal orientation at work** 4.2.2.2 performance orientation at work 4.2.2.2.1 Learns at work to meet the requirements of university assessments 4.2.2.2.2 Employs a surface approach to learning at work

The findings highlight the relationship between motivation and approach to learning (Moos and Bonde, 2016; Cook and Artino Jr, 2016) and its context and person dependency (Elliot and Hulleman, 2017). An extrinsic motivation to gain the degree qualification is linked to ubiquitous performance orientation at university at the start of learning and consistent green RAG ratings for university engagement and progression throughout the study (Elliot and Hulleman, 2017).

Orientations towards learning at work are variable and congruent with motivations (Meyer and Muller, 2004). Differences between trainees and established employees are identified extending Smith et al.'s (2023) research to link apprentice motivation with learning orientation. Initially a performance orientation for learning at work in group 1 was beneficial for trainees' gaining knowledge associated with orientation to a new role and their requirement for direction. This was less useful for established managers in group 2.2 and restricted engagement in active learning in daily practice (Vandewalle and Cummings, 1997; Brett and Vandewalle, 1999). This led to surface learning and limited critical reflection. A learning orientation in group 2.1 resulted in a heightened awareness of learning within role, a desire to seek out opportunities to learn at work (Dragoni et al., 2009), and willingness to try out new knowledge in practice (Elliot, 1999; Harackiewicz et al., 1998; Van Yperen and Jansen, 2002; Lee et al., 2003) which facilitated deep learning and reflection.

The longitudinal data illustrates performance goals linked to acquiring procedural knowledge at work had limited long term value in group 1. A shift to a learning goal orientation was essential for maintaining a divide between formal and informal learning (Caudwell et al., 2004). The reciprocal nature of goal orientation is illuminated in phase 2 groups 1 and 2.1 where apprentices testing new knowledge in practice and seeking out feedback on performance led to improved self-efficacy and continued engagement with learning in practice (Brett and Atwater, 2001; Vandewalle, 2018). Associated with shared employer goals apprentices learned to meet organisational as well as individual objectives which enhanced critical reflection. Goal orientation research is extended to understand its impact on the fusion of knowledge and practice, confirming a positive relationship with learning in apprenticeship (Blume et al., 2010; Tzner et al., 2007; Dierdorff and Kemp-Ellington, 2014) evidencing this through apprentices lived in experiences.

Phase 3 emphasises the person and context dependency of goal orientations (Vandewall *et al.,* 2018; Aherne, 2010; Elliot and Hulleman, 2017; van Dierendonk, 2013) where group 1.1's learning orientation was enhanced through an employer shared purpose for learning, access to challenging tasks, autonomy, and social support (Dragoni et al*.,* 2009). This is more limited in group 1.2 where these workplace characteristics are absent. Group 2 shows extrinsic motivation and performance orientation can restrict learning regardless of these characteristics.

Apprentice intrinsic motivation and learning goal orientations are important for successful learning in apprenticeship. Their variability means it is recommended employers and providers establish motivations for learning at starting point and revisit them as learning progresses to ensure an evolving divide between formal and informal learning.

5.3 R3 *How can the relationship between employer, apprentice and provider optimise the apprentices' learning experience?*

THEME 5: TRIPARTITE STAKEHOLDER INTERACTIONS

THEME 5.1 COLLABORATION

Table 55: Summary of Theme 5.1

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 5.1: COLLABORATION	5.1.1 Understanding of purpose, commitment, roles and responsibilities within tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for learning in tripartite relationship** 5.1.2.1 A shared purpose from learning **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work 5.1.3.3.6 provider does not provide academic support in tripartite meeting	5.1.1 Understanding of purpose, commitment roles and responsibilities within the tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose within the tripartite relationship** 5.1.2.1 Shared purpose 5.1.2.1.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to manage their own their own learning 5.1.3.4 Employer views as tick box exercise	5.1.1 Understanding of purpose, commitment, roles and responsibilities within the tripartite relationship 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice learning in tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support 5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning.

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 5.1: COLLABORATION	**5.1.1 Understanding of the purpose, commitment, roles and responsibilities within the tripartite relationship.** 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 A shared purpose for apprentice learning within the tripartite relationship** 5.1.2.1 Shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.5 Employer does not feedback on work performance	**5.1.1 Understanding of purpose commitment, roles and responsibilities in the tripartite relationship.** 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice learning in tripartite relationship** 5.1.2.1 Shared purpose 5.1.2.1.1 Employer begins to understand organisational benefits 5.1.2.1.2 Apprentice begins to understand organisational benefits 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.5 provider does not provide academic support in tripartite meeting 5.1.3.4 Employer views as tick box exercise 5.1.3.3.2 Compliance focused 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements	**5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship** 5.1.1.2 No shared understanding 5.1.1.2.1 Confusion about Employer role 5.1.1.2.2 Confusion about provider role 5.1.1.2.3 Compartmentalisation of roles **5.1.2 Shared purpose for apprentice's learning in the tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.5 Employer does not feedback on work performance

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 5.1: COLLABORATION	**5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship** 5.1.1.2 Shared understanding **5.1.2 Shared purpose for apprentice learning within the tripartite relationship** 5.1.2.1 Shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.1 Apprentice views as useful 5.1.3.1.1 Helps apprentice to understand apprenticeship requirements 5.1.3.1.2 Helps employer to understand apprenticeship requirements 5.1.3.1.3 Planning alignment 5.1.3.1.4 A forum for feedback and reflection 5.1.3.1.5 Helps provider understand work context	**5.1.1 Understanding of purpose, commitment, roles and responsibilities in the tripartite relationship** 5.1.1.2 No shared understanding **5.1.2 Shared purpose for apprentice learning in the tripartite relationship** 5.1.2.2 No shared purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3.1 Duplicating work conversations 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support 5.1.3.4 Employer views as a tick box exercise	**5.1.1 Understanding of purpose, commitment, roles and responsibilities in tripartite relationship** 5.1.1.2 No shared understanding **5.1.2 Shared purpose for apprentice undertaking learning in tripartite relationship** 5.1.2.3 Increased purpose 5.1.2.2 No shared purpose 5.1.2.4 Decreased purpose **5.1.3 Usefulness of tripartite meeting.** 5.1.3.3 Apprentice views as tick box exercise 5.1.3.3.1 Duplicating work conversations 5.1.3.3.2 Compliance focused 5.1.3.3.3 Limited employer support 5.1.3.3.4 Limited provider support Employer views as a tick box exercise

Lester (2020), Lillis and Bravenboer (2020), and Hughes and Saieva (2019) identify strategic collaboration between employers and provider as important for facilitating successful learning in degree apprenticeship. This research addresses the need to explore the operational tripartite relationship (Quew-Jones and Rowe, 2022) and establish its role in expansive learning in degree apprenticeship. It provides a unique longitudinal perspective on how these relationships develop over time and their role in successful learning.

The research confirms Quew-Jones and Rowe (2022) and Minton and Lowe's (2019) suggestion that tripartite relationships are characterised by employer mentor confusion over their role and a view that learning at work and university are separate domains. The findings suggest this misunderstanding extends to a wider misunderstanding of roles and responsibilities. Here, the apprentice was equally unclear about the purpose and the roles within and apprentice and employer understanding of the role of the provider was not always aligned with their expectations of how learning at work is managed, particularly when the apprentice is already in situ. Furthermore, the findings provide evidence of the impact of this role confusion on learning within the tripartite dynamic. They suggest compartmentalisation of apprentice and employer support expectations to their separate domains of work and university led to a lack of collaboration, curriculum synchronisation and negative perceptions of value, compliance focused, and a tick box exercise which duplicated employer-apprentice conversations. High levels of engagement with tripartite progress reviews observed in the RAG data are not indicative of clarity of roles and responsibilities. Where this is not understood engagement is brief and superficial without necessary employer input to discuss progression and application of university learning in practice. This explains the dichotomy between RAG ratings for tripartite engagement and learning at work.

The findings illustrate early provider attempts to establish roles and responsibilities, are often insufficient. Limited collaboration and shared employer and provider understanding of opposite curriculum (Lester, 2020) is attributed to negative perceptions of the usefulness of the tripartite meeting for learning at work. The longitudinal data shows these first impressions may have a lasting impact on engagement.

A mutual understanding of purpose, commitment, roles and responsibilities had not evolved by phase 2 in most cases. Ongoing confusion over roles and responsibilities (Hughes and Saieva, 2019; Minton and Lowe, 2019), negative perceptions of usefulness, and a lack of organisational purpose for learning remained. This led to employer disengagement from tripartite meetings either through non-attendance or declining frequency, restricting their usefulness as a forum for curriculum alignment, feedback, and reflection. This explains the diminished green RAG ratings for tripartite engagement. Where tripartite RAG ratings remained green a limited organisational purpose for learning prevented progression towards a forum for synchronising curriculum (Garrick and Clegg, 2001; Jeffrey and McCrea, 2004; Morley, 2007) and a negative impact on RAG ratings for learning at work.

An evolution towards a collaboration dynamic in one of the 9 cases changed the tripartite dynamic to employer supported (Minton and Lowe, 2019). A shift to a task orientated approach increased curriculum synchronisation but restricted feedback and reflection (Roberts et al., 2019). The tripartite

relationship was perceived as useful for understanding the requirements of the CMDA where consistent personnel, an increased understanding of opposite curriculum and the benefits of university learning for improving work capability, engagement and collaboration (Bowman, 2022) were features.

In phase 3, a shift in the tripartite relationship in group 1.1 to a collaborative forum for feedback and reflection is linked to an employer and apprentice shared purpose for learning (Fuller and Unwin, 2003) and consistency of personnel. This provides a forum where apprentices are comfortable sharing their experiences. This is absent in groups 1.2 and 2 where job, personnel changes and limited shared purpose for learning prevented the tripartite relationship from evolving, restricting its ongoing effectiveness.

THEME 5.2 TRIPARTITE ENGAGEMENT

Table S6: Summary of Theme 5.2

Phase 1	Group 1	Group 2.1	Group 2.2
THEME 5.2: TRIPARTITE ENGAGEMENT	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite **5.2.2 Tripartite composition/ dynamic** 5.2.2.1Dynamic 5.2.1.1.2 Provider led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3 Required frequency	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.1.2 Meeting not tripartite 5.2.1.2.1 Employer not engaged in meetings **5.2.2 Tripartite composition/ Dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor rule 5.2.2.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.2.1 Time constraints (employer)	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2 Tripartite composition/ dynamic 5.2.2.1 Dynamic 5.2.2.1.2 Provider led **5.2.2.2 Employer mentor role** 5.2.2.2.1 Line manager 5.2.1.2.2 Outside of reporting line 5.2.1.2.3 Both **5.2.3 Frequency** 5.2.3.1 Required frequency

Phase 2	Group 1	Group 2.1	Group 2.2
THEME 5.2: TRIPARTITE ENGAGEMENT	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite 5.2.2.2.1 Employer not engaged in meetings **5.1.2 Tripartite composition/ dynamic** 5.1.2.1 Dynamic 5.1.2.1.2 Provider led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.2.1 Decrease in frequency	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite Employer not engaged in meetings **5.2.2 Tripartite composition/dynamic** 5.2.1.1 Dynamic 5.2.1.1.2 Provider led 5.2.1.1.1 Employer supported Change in tripartite personnel 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non compliant frequency 5.2.3.2.1 Decrease in frequency	5.2.1 Tripartite meeting 5.2.1.1 Meeting tripartite 5.2.2.2 Meeting not tripartite Employer not engaged in meetings **5.2.2 Tripartite composition/ dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.1 Line manager 5.2.1.2.2 Outside of reporting line 5.2.1.2.3 Both **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.3 Decrease in frequency

Phase 3	Group 1.1	Group 1.2	Group 2
THEME 5.2: TRIPARTITE ENGAGEMENT	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite **5.2.2 Tripartite composition/dynamic** 5.2.2.1 Dynamic 5.2.2.1.1 Employer supported 5.2.2.1.3 Apprentice led 5.2.1.2 Employer mentor role 5.2.1.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite Employer engaged brief 5.2.2.2 Meeting not tripartite Employer not engaged **5.2.2 Tripartite composition/ dynamic** 5.2.2.1 Dynamic 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.2.1 Line manager **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.2 non-compliant frequency 5.2.3.3 Decreased frequency	**5.2.1 Tripartite meeting** 5.2.1.1 Meeting tripartite 5.2.2 Tripartite composition/ dynamic **5.2.2.1 Dynamic** 5.2.2.1.2 Provider led 5.2.2.2 Employer mentor role 5.2.2.2.1 Line manager 5.2.2.2.2 Outside reporting line **5.2.3 Frequency** 5.2.3.1 Required frequency 5.2.3.4 Increased frequency

The research shows despite initial green RAG ratings for tripartite meetings in most cases, their function as a collaborative forum for discussing learning at work was variable due to their underlying complexity (Gustavs and Clegg, 2005). These relationship dynamics were not only variable by employer motivation and engagement (McKnight et al., 2009) which was diverse across and within the same organisation (Jeffrey and McCrea, 2004; Morley, 2007; Quew-Jones and Rowe, 2022), but also by apprentice motivation and engagement.

Despite ESFA recommendations stating employer mentors must be separate from the apprentice's direct reporting structure, their relationship to the apprentice was variable (Roberts et al., 2019). In

most cases the line manager occupied this role, often by default. This research suggests their involvement was important for successful learning (Gustavs and Clegg, 2005; Minton and Lowe, 2019) as they were well placed to support the synchronisation of curriculum in practice and provide feedback on work performance. Employer mentors outside of apprentices reporting lines were more infrequent and used when there was a purpose to move on from role rather than to develop within it, often in addition to line manager. This emphasises the different development needs of apprentices and support mechanisms supporting the suggestion that greater flexibility or a system of distributed mentoring may be more useful than a single point of support (Quew-Jones and Rowe, 2022; Roberts et al. 2019). It highlights a need for adaptability of the employer role within the tripartite dynamic within a VET system used to train novice and established managers, and to personalise support for apprentices who are at different Stages of occupational development. Whilst this gave apprentices a different perspective, confusion over who was designated employer mentor was unhelpful to developing a consistent dynamic.

The role of the provider as instigator of the tripartite meeting means initially, they were provider led and characterised by the establishment of purpose, commitment, roles, and responsibilities, limiting their scope for directing learning at work. The longitudinal findings offer a unique insight into how the tripartite dynamic evolved over time. It adds empirical weight to Minton and Lowe's (2019) suggestion the shift from a provider led, to an employer supported and apprentice led dynamic is important for supporting learning. This was observed in group 1.1 in phase 3 which was characterised by apprentice's self-regulated learning behaviour such as seeking feedback and reflecting on experiences (Garrick and Clegg, 2001; Sense, 2016), and an employer recognition that the apprentice's learning was of organisational as well as individual benefit (Fuller and Unwin, 2003; Jeffrey and McCrea, 2004; Morley, 2007; Siebert and Costley, 2011). This helped apprentices to articulate their tacit experiences. Tripartite meetings in groups 1.2 and 2 remained provider led throughout the study. Passive employer and apprentice engagement and employer disengagement limited scope for feedback and reflection. The latter was attributed to employer mentor workload and time constraints which left minimal time to discharge this additional responsibility (Mikkonen et al., 2017). This explains the increase in amber and red RAG ratings for tripartite meetings in phases 2 and 3. Furthermore, changes in employer personnel in the tripartite dynamic, had varied impact on learning (Billett, 2005; Hayler, 2016) depending on the commitment of the new mentor to sustaining or establishing a collaborative dynamic. This highlights the challenges of sustaining consistent tripartite engagement (Quew-Jones and Rowe, 2022).,

Throughout the groups and phases there is no consistent link between green RAG ratings for tripartite engagement, and compliance with off the job learning targets. Whilst the primary data suggests an

association between regular tripartite engagement and an increased articulation of learning at work in phase 3, group 1.1 this is not reflected in engagement with recording this in portfolios. This highlights the complex relationship between policy compliance and successful learning. The findings suggest alongside planning and reflecting on learning, guidance on how to evidence and articulate learning at work in portfolios and staying on track may be an important feature of tripartite meetings.

Theme 5 demonstrates tripartite dynamics are complex and personalised. A key consideration for stakeholders is the time and ability for it to evolve into a forum for planning and reflecting on learning. It reinforces employer mentors are variably equipped to support higher-level WBL (Quew-Jones and Rowe, 2022). The establishment of a collaborative dynamic encompassing a shared understanding of purpose, commitment, stakeholder roles and responsibilities early in apprenticeship is important. Their evolution towards employer supported, and apprentice led tripartite dynamic is varied and necessary for integrating work and university in degree apprenticeship (Minton and Lowe, 2019). This heightens awareness of learning occurring in daily practice and supports reflection and articulation of these experiences. Their relationship with successful apprenticeship requires further investigation to explore roles and boundaries and their impact on learning to understand the development of shared team culture, group process (Gilpin and Miller, 2013) and a mutual understanding of stakeholder roles and contribution (Scholes and Vaughan, 2001). Inconsistencies between RAG data and lived experiences suggest frequency of engagement is only effective for achieving success if the underpinning dynamic is expansive. Caution is recommended when linking frequent tripartite engagement with successful outcomes.

5.4 SUMMARY OF DISCUSSION

This chapter has considered and critically evaluated the themes deduced from the findings and discussed their relationship with the literature. A divide between work and university is key for demonstrating learning in apprenticeship. Its existence is determined by personalised experiences of work and learning which influence approach; expectations; learner identity; motivation; and goal orientation. Social structures of work and university are also expansive or restrictive to apprentices understanding of the divide and its transcendence. The research findings demonstrate an evolving divide is necessary to sustain learning on the CMDA. Here an expectation for learning and development inside role, a work learner identity and motivation to learn for the benefit of organisational and personal improvement are juxtaposed with exposure to increasingly complex problems, autonomy, and an ongoing employer purpose for learning. Interactions between the individual and social structures they work and learn in are key to ensuring curriculum synchronisation and opportunities to discuss and reflect on these experiences at work and university. Tripartite

dynamics are complex and personalised. Their effectiveness for supporting successful learning on the CMDA extends beyond their frequency and a provider led dynamic to a forum where stakeholders engage in aligning formal and informal curriculum and critically evaluating its impact. Here the apprentice plays a key role in leading these discussions (Stephenson et al., 2006).

The findings are a step towards a holistic understanding of successful learning in degree apprenticeship. Through the eyes of the apprentice, it presents new insights into the role of the individual and their interactions with stakeholders. The research contributes to knowledge by extending the expansive-restrictive continuum to the role of the apprentice, provider and tripartite interactions. This provides a holistic conceptual model of learning (figure 14) to inform the future learning in degree apprenticeship across stakeholders. The next chapter concludes the findings.

Figure 14: Expansive-restrictive degree apprenticeship

	Expansive apprentice	Restrictive apprentice
A1	Prior experiences of work and education evolve to experiences of university learning in practice and impact on knowledge.	Limited experiences of work and education. Limited experiences of university learning in practice and impact on knowledge.
A2	Apprentices approach to learning is appropriate to their occupational starting point that develops from cognitive to social	An approach to learning that is not appropriate to their occupational starting point and does not evolve from cognitive to social.
A3	Expects to learn at work and university. Expects to learn through participation in daily practice. Expects university learning to apply to work and for these experiences to inform new knowledge	Does not expect to learn at work and /or university.
A4	Expects learning to be an ongoing continuous process that is self-directed	Expects learning to be directed with a fixed end point.
A5	High self-efficacy – expects to be successful in learning at work and university.	Low self-efficacy – does not expect to be successful in learning at work and/or university
A6	Identifies as learner at work and at university – dual work identity as employee and learner. Identifies as learner in daily practice.	Does not identify as learner at work and/ or university. Professional identity at work is dominant. Does not identify as learner in daily practice.
A7	Motivated to learn at work and at university. Motivation is intrinsic to apply university learning at work for individual and organisational benefit and by its impact on work performance and learning.	Is not motivated to learn at work and/or university. Motivation is extrinsic for personal benefit such as academic achievement, or career advancement. I not motivated to apply university learning to practice or by its impact on work performance.
A8	A learning orientation – learning is self-directed. Confident to try out new knowledge in practice, reflects with others, views mistakes as learning	A performance orientation – Reluctant to try out new knowledge in practice, does not reflect with others, views mistakes and challenges as failure.

	Expansive employer	Restrictive employer
E1	Employer has a shared participative memory and tradition of apprenticeship	Employer has little or no shared participative memory or tradition of apprenticeship
E2	Gradual transition to productive worker: Apprentice has scope to develop within the occupational field.	Fast transition to productive worker with limited scope to develop knowledge.
E3	Apprentice has dual status as learner and employee: Explicit recognition and support for apprentice as learner.	Status as employee dominates: No recognition of learner status at work.
E4	Employer provides single named colleague to provide social support	Employer does not provide single named contact to provide social support
E5	Participation in different communities of practice inside and outside of work.	Training restricted to tightly bound job role.
E6	Apprentices' skills and knowledge valued and used as a platform for new learning.	Apprentice regarded as blank sheet or empty vessel.
E7	Employer has a purpose for learning for individual and organisational development.	Employer does not have a purpose for apprentice learning for individual and/or organisational development.
E8	Employer has a purpose for using the apprenticeship as a platform for career development.	Apprenticeship does not build capacity to develop beyond present role.
E9	Employer collaborates with provider and apprentice to understand the requirements of university curriculum and provides opportunities to apply learning to live work tasks and problems.	Employer does not collaborate with provider and apprentice to understand the requirements of university curriculum and does not provide opportunities to apply learning to live work tasks and problems.
E10	Planned time off the job for university attendance and reflection	Virtually all on the job, limited opportunities for reflection.
E11	Work location: In office	Work location: Remote working

	Expansive provider	Restrictive provider
P1	Student centred delivery where the provider facilitates critical discussions that link formal knowledge to practice.	Teacher centred delivery. There is limited facilitation of critical discussion that link formal knowledge to practice.
P2	University curriculum is delivered off the job/ on campus allowing for opportunities to disengage from practice and reflect.	University curriculum is delivered on-line
P3	Provider collaborates with employer and apprentice to understand work context and incorporates relevant examples into university curriculum	Provider does not collaborate with employer and apprentice to understand work context and does not incorporate relevant examples into university curriculum.
P4	Has a purpose for developing academic knowledge and work practice	Views knowledge as the domain of academia
P5	University workload is appropriate/ manageable. Curriculum prioritises academic and work deadlines.	University workload is excessive/ unmanageable. Curriculum prioritises academic deadlines.
P6	Assessments are problem based and incorporate reflective writing and have cohesion with professional practice.	Assessments are not problem based and do not incorporate reflective writing and/or are not cohesive with professional practice
P7	Provider understands different purposes for learning i.e. training or development.	Provider does not recognise different purposes for learning.

	Expansive tripartite interactions	Restrictive tripartite interactions
T1	A tripartite dynamic that evolves from provider led, to employer supported, to apprentice led	Tripartite dynamic remains provider led
T2	Shared understanding of purpose, commitment, roles and responsibilities in the tripartite relationship	No shared understanding of purpose, commitment, roles and responsibilities in the tripartite relationship.
T3	Provider and employer collaborate to synchronise formal and informal curriculum.	Provider and employer do not collaborate to synchronise formal and informal curriculum
T4	Apprentice closely monitored and regular constructive feedback from a range of employer and provider personnel who take a collaborative approach.	Apprentice progress monitored separately with limited feedback which is compartmentalised.
T5	A consistent tripartite dynamic	An inconsistent tripartite dynamic - changes to personnel

Adapted from Fuller and Unwin (2003); Fuller et al. (2015:75)

CHAPTER 6: Conclusion and recommendations

This chapter outlines the conclusions drawn from this research project and discusses the implications of the findings. It is divided into 3 sections. It discusses the contributions to practice and academia revisits the limitations and makes recommendations for future research. The third section summarises the conclusions and recommendations.

6.1 CONTRIBUTION TO KNOWLEDGE AND PRACTICE

6.1.1 Contribution to knowledge

This research contributes to knowledge by addressing several gaps in the academic literature. It explores the integration of formal and informal learning within degree apprenticeship and its impact on learning contributing to an emerging research field (Messmann and Mulder, 2015; Lester, 2020) and presents a unique longitudinal perspective of learning in management and leadership apprenticeship.

The findings provide new insight into learning in degree apprenticeship. Individual case studies explored learning through the eyes of the apprentice, offering in depth insight through accounts of their lived experiences. This provides a rare, in depth, understanding of the role of the individual in learning in the operational context of the VET system in which apprentices work and learn. This broadens Fuller and Unwin's (2003) conceptualisation of learning in apprenticeship as expensive-restrictive to the apprentice, providing a more holistic view of learning in the tripartite system that focuses on learning to be a manager and leader.

The research extends an area of emerging research that considers the use of VET for lifelong learning for adults (Fuller et al., 2015; Leonard et al., 2018; Smith et al., 2023). It provides an in depth, longitudinal comparative analysis of apprentices who are learning as trainees and established managers unique to the research field.

Cases combine primary qualitative data and secondary progression data offering an important insight into the enablers and constraints to maintaining compliance with government funding and the meaning behind this data.

The study provides a unique longitudinal view of operational interactions within the tripartite relationship. It extends understanding of beyond the role of the employer to understand how stakeholder interactions impact on learning in apprenticeship (Quew-Jones and Rowe, 2022).

The research maps apprentices learning through the COVID pandemic offering a rare longitudinal insight into this experience. It provides insight into the impact of remote working and university study

on learning in apprenticeship. It extends research into apprenticeships in management and leadership into different work contexts including learning in large and SME organisations (Kossek and Perrigino, 2016).

6.1.2 Contribution to practice

The findings confirm the person dependant nature of successful learning in apprenticeship providing insight furthering stakeholder understanding of the impact of diverse experiences, and dispositions on learning. The research shows a personalised divide between formal and informal learning is linked to prior experiences of work and education (Billett, 2009). It illustrates differences between trainees and established managers, which define learning and how it is approached. The research provides insight into apprentice's varied expectations, identities, and motivations and their impact on learning. It highlights the importance of understanding individual differences and their impact on learning which is key for all stakeholders.

The research extends understanding of the employer role in successful degree apprenticeship. Here, access to complex tasks, autonomy and social support are confirmed as expansive to learning, emphasising these trajectories are personalised to individual experiences and contexts. It highlights the employer's role extends beyond this to supporting critical conversations that facilitate deep understanding and reflection. This highlights their role as expert practitioner and guide (Rowe *et al.,* 2017).

Face-to-face, student-centred, university curriculum is suggested as important for facilitating collaborative learning. The move to on-line teacher centred delivery during COVID meant these expansive features of learning were lost, limiting the usefulness of university for disengaging from work to reflect. The structured design of university curriculum creates conflicting priorities with unstructured workplace learning goals, restricting the achievement of off the job learning targets. Linked to this, a lack of university guidance and support to articulate and evidence learning at work constrained engagement with portfolio work and the achievement of 20% off the job requirements.

The benefits of curriculum synchronisation for integrating knowledge and practice are reinforced (Lester, 2020). The research identifies provider understanding of individual work contexts, starting points, and embedding examples of relatable workplace situations within university curriculum substantiate the link between knowledge and practice (Messmann and Mulder, 2015). This sustains an effective external community of practice that facilitates critical analysis and reflection (Fuller and Unwin, 2003). Similarly, employer understanding of university curriculum is important for synchronising work tasks and experiences (Lester, 2020). This must extend beyond signposting to

relevant work tasks to discussions that facilitate feedback and criticality. The research shows this is initially limited and may not always increase. Its absence is a significant risk to compliance and funding maintenance and restricts the critical evaluation of university learning in practice.

The research provides a unique insight into the effectiveness of the tripartite relationship for assuring successful learning. A discrepancy between compliant tripartite meetings and 20% off the job learning within the RAG data across phases and cases illustrates regular tripartite meetings are not effectively facilitating compliance with learning at work requirements. The findings show successful tripartite dynamics extend beyond regular meetings and simply measuring their frequency is not indicative of the stakeholder commitment necessary for successful learning.

Effective tripartite meetings are in the minority and take time to develop. They are limited in their capacity for facilitating active learning at work at the initial stages of learning. Key to their effectiveness is an understanding of its purpose and the roles and responsibilities within. Limited understanding of this results in employer disengagement and passive participation. There were differences in what trainees and established managers required from these meetings. In the latter they were misaligned with the self-directed approach required for learning at work. Here, apprentice's motivation and enthusiasm for engaging in these meeting were an equal enabler or constraint to their success. Consistency within the operational relationship is difficult to sustain particularly during times of significant organisational change.

Line managers and those in a mentoring role offered different benefits to learning. Their usefulness was personalised to different apprentice's job roles and starting points. Whilst overall the benefits of line manager support and understanding of curriculum were emphasised, the research highlights different levels of support may be required at different stages of learning and provides empirical evidence that this may promote more expansive tripartite relationships.

An unintended consequence of the research is the context of global pandemic which spans the duration of the longitudinal study. It provides a unique insight into experiences of CMDA apprentices during this time of unprecedented social and organisational change. In particular, the impact of remote delivery of work and university curriculum on successful learning is emphasised. This helps to inform provider and employer decisions about how work and university are integrated in a post pandemic world, providing insight for employer and provider contingency planning for future pandemic.

6.2 RECOMMENDATIONS

6.2.1 Recommendations for future research

The research provides several recommendations for academia. The context of the coronavirus pandemic brought unexpected factors into focus. In particular, the role of location of work and university in apprenticeship. The research uncovers face-to-face interaction as important for learning in both domains. Further investigation into the delivery mode of work and university curriculum and its impact on learning is recommended. Additionally, organisational size and its role in expansive or restrictive learning requires further exploration in apprenticeship literature.

Whilst every effort was made to ensure participants were candid about their experiences, the collection of data in circumstances where they were not anonymous to the researcher may be vulnerable to a desire to please or provide the right answer (Lee, 1993). This may be particularly pertinent here as participants seek to validate their approaches to learning are the right ones. The utilisation of primary quantitative data in future research may be useful for collecting more candid data about experiences.

The perspectives of other stakeholders in tripartite dynamic and their experiences as employers and providers are not considered in this research. This may validate this conceptualisation of the individual in learning and further holistic understanding. The investigation of in-depth individual cases incorporating tripartite stakeholders may generate a deeper understanding of successful learning in apprenticeship.

Whilst the research identifies several contextual, individual, and interactional characteristics that make learning in degree apprenticeship expansive or restrictive, different situations or individual participants may yield different outcomes. This is a particular consideration in apprenticeship research where labour market conditions may provoke different employer, provider, and apprentice characteristics and interactions (Busemeyer et al., 2014). For example, in the German VET system where there is more collective responsibility for VET than the UK (Marsden, 1990; De Grip and Wolber, 2006). Research is recommended across different learning settings to confirm the findings in different organisational, institutional and labour market settings. The coronavirus pandemic was an additional barrier to generalisability. Remote work and learning may have amplified the expansive restrictive characteristics (Wang et al., 2021; Kurkland and Cooper, 2002; Vander Elst et al., 2017), impacted on some job roles more than others (Golden and Veiga, 2005; Pinsonneault and Boisvert, 2001), or changed how individual actors in the tripartite dynamic behaved and interacted. It would be prudent to repeat the research in a post pandemic context.

A more targeted exploration of individual RAG profiles would provide a more specific understanding of the reasons behind the data. Additionally, the use of learning logs and portfolio work are an important piece of the learning at work jigsaw and have not been utilised. Future researchers may wish to consider this to validate primary accounts of learning. A longitudinal timeframe encompassing the duration of the CMDA to completion would further understanding of the ongoing journey and the impact of research themes on completion.

6.2.2 Recommendations for practice

To achieve successful learning in apprenticeship expectations and motivations are key. It is recommended employers and providers ascertain these during the recruitment process and regularly review as learning progresses. A provider review of their recognition of prior learning policy in line with ESFA rules for accrediting prior experiences is suggested to ensure apprentices enter the CMDA at a point where there is agreed purpose for learning to maximise expectations and motivations for learning and ensure a work learner identity.

The research highlights differences in expectations for learning at work. With ESFA (2023) requirements for logging this activity becoming increasingly stringent further guidance on off the job learning to help employers and apprentices understand these requirements is recommended. As suggested by Quew-Jones and Rowe (2022) and Lester and Bravenboer (2016) dissemination of this message in the same forum would help set mutual expectations.

Organisational change can upset or enhance the balance of complex tasks, autonomy, and social support. Stakeholder consideration of the impact of job change is recommended to ensure an ongoing shared purpose and scope for deep learning and reflection.

There are considerations for employers and providers regarding apprenticeship design and delivery in a post pandemic world where hybrid working and learning are increasing. On site working and learning provided the most expansive learning conditions. Stakeholders should consider the impact of remote working and learning on the achievement of successful outcomes.

The time curriculum synchronisation from work to university takes to develop is a key factor in supporting apprentices to experience learning in practice and reflect. Training plans that underpin tripartite commitment did not effectively ensure knowledge, skills, and behaviours were achieved in the workplace. Early employer and provider collaboration to map out and personalise this activity prior to the commencement of learning is recommended.

Differences in achieving work and university learning policy requirements are evident in the RAG data. Programme design encouraged prioritisation of academic goals and targets even when motivation and

expectations for learning at work are high and work conditions expansive. It is recommended providers embed milestones for evidencing learning at work to support the achievement of this requirement. This may be furthered by greater integration of critical work incidents into university assessment to facilitate reflection on experiences and evidence learning.

A lack of employer understanding of tripartite purpose, commitment, and roles initially, and throughout echoes calls for greater clarification of the role of the employer mentor. A consistent, compulsory programme of training to ensure appropriate time and skills are allocated to this task is suggested. This misunderstanding of role is not restricted to the employer, and it is recommended purpose, roles, and commitment are clarified within tripartite relationship at an early stage of learning.

Figure 15: Summary of recommendations for practice

Apprentice	Employer	Provider
Expects to learn through participating in day-to-day practice and identifies as learner in job role.	Assures there is an organisational and individual shared purpose for learning. Recognises learner status at work.	Embed the recording of critical experiences of knowledge in practice in university assessments.
An active, self-directed approach to learning	Ensures the employer mentor role is clear and that those engaged in mentoring are equipped with the time, knowledge and skills required to support the integration of curriculum.	An awareness of the personalised divide between work and university in curriculum delivery and recognition of prior experiential learning.
A motivation to learn for personal and organisational benefit.	Considers the impact of job change on learning.	Incorporation of milestones for recoding learning at work into curriculum, policies and processes.
A learning orientation	Ensures opportunities to experience university learning at work are synchronised and included in the apprentice's training plan. Extends curriculum synchronisation beyond tasks to support critical and reflective conversations.	Ensures opportunities to experience university learning at work are identified in the apprentice's training plane and that apprentices work contexts are included in curriculum delivery.
Early engagement in tripartite meetings to establish purpose, roles and responsibilities	Assures apprentice's expectations and motivations for ongoing development and reviews regularly in collaboration with provider.	Assures apprentice's expectations and motivations for ongoing development and reviews regularly in collaboration with employer.
	Early engagement in tripartite meetings to establish purpose, roles and responsibilities.	Provides a compulsory programme of employer mentor training that equips mentors with the knowledge and skills to discharge their responsibilities appropriately.
		Early engagement in tripartite meetings to establish purpose, roles and responsibilities.

6.3 CONCLUSION

I have been fortunate to share the experiences of the 9 CMDA apprentices in this research project. This has provided me with important insights for my ongoing practice and development. Firstly, the immersion within the subject matter of apprenticeship has enabled me to gain expertise in an area of HEI provision where there is limited wider awareness and understanding. This has been of benefit to my practice and that of my colleagues. It has enhanced my understanding of the commitment required

from apprentices and employers helping me to deal with some of the challenges managing collaborative relationships with employers can bring. As part of my development, I am a provider mentor to a group of CMDA apprentices. Insights I have gained has from this research have informed my practice to ensure my approach is personalised and facilitates a forum that encourages employer and apprentice engagement in tripartite meetings.

More widely the research findings provide some key insights and recommendations that will inform future course design, development and processes. These will be shared with the course team as part of the course enhancement process and will help to inform ongoing work to ensure apprentices learning is personalised to their development needs and tripartite progress reviews promote successful learning and completion.

Finally, important insights have been gained into how employers and HEIs can prepare workers with diverse experiences, identities and motivations to become lifelong learners as the need for productive aging increases in the wake of the covid pandemic, and Brexit.

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APPENDIX 1:

INFORMED CONSENT INFORMATION

Thank you for taking the time to participate in this research project:

Participation in this study is voluntary and you may change your mind about your involvement. Should you decide not to participate this will not have an impact on the outcome of your degree or apprenticeship at NTU. The researcher works as a business development officer in the Executive Education and Corporate Relations team at NBS and is not involved in marking or grading of the assessments for your degree or apprenticeship. Your decision to participate or not is confidential and the researcher will not discuss this with the NTU CMDA course leader or the teaching team.

If you no longer want your data to be included, you must inform the researcher on 0115 848 8139 or at lindsay.crichton@ntu.ac.uk **no later than 15/05/2020.** Once data analysis is underway for the first phase of interviews, it will not be possible to remove your information from the study.

Please read the accompanying research briefing document and sign below to confirm that you have done so and that you understand the following:

Please tick the boxes below to confirm the following:

You have read and understood the research briefing document and you understand:

Your participation is voluntary	
You have been selected to participate as part of a random sample of apprentices registered on the Chartered Manager Degree Apprenticeship at Nottingham Business School	
As part of this research project your employer may also be interviewed to explore the interactions between employer, provider and apprentice	
The information you provide will be treated and stored anonymously and confidentially. It will only be viewed by the researcher. The data will be recorded, transcribed and coded for analysis in which information from all participants will be combined to explore broader trends.	
A report will be produced describing the findings of the study. Individual participants will not be identifiable in any way in the report.	
The researcher's supervisory team at Nottingham Business School, Nottingham Trent University and external examiners from another university will view the report. The research findings may be used and presented in external journal articles and conference papers.	
The researcher will keep data securely and this will only be accessible via encrypted documents. Data will be stored securely for 10 years following the completion of this research project.	
The NTU student services team are available to provide a range of support for students studying on NTU programmes. Should your participation in this research	

project raise any issues or concerns that you require any further support with please visit student services for details of the support available: https://www4.ntu.ac.uk/student_services/index.html	

Signed: ....

Name: ....

Date:...

APPENDIX 2

Interview protocols:

Good morning/ afternoon. My name is Lindsay Crichton. Thank you for coming. The purpose of this interview is to get your perceptions of your experiences of your learning journey CMDA apprenticeship in the workplace and at university. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable with saying what you really think and how you really feel. I will be asking you approximately [10] questions today, and these may be supplemented by additional questions that may ask you to expand, seek clarification or ask for examples. This study is longitudinal, and we will meet on 3 separate occasions to discuss your views and experiences on the CMDA. The questions I ask you in future interviews may differ as the study progresses and trends in participant responses are identified.

Audi recording:

With your consent, I will be recording our conversation. The purpose of this is so that I can ensure that I capture all the details but at the same time be able to carry on an engaged conversation with you. I assure you that all your comments will remain confidential. The recording will be used to create a transcript of our conversation which I will analyse through a process of thematic coding to identify broader trends. I will be compiling a report which will contain students' comments without any reference to individuals. If you feel at any point that you need a break from questions, please let me know and we can pause the recording device.

Informed consent:

Before we proceed with the interview, please can you read the participant briefing document and informed consent form and confirm that you are happy to proceed by checking the boxes and signing the form. I am happy to answer any questions you may have before you do this. - The researcher will go through the informed consent form reiterating confidentiality and drawing the participant's attention to the support available should they feel they wish to discuss any issues raised in more detail. Informed consent will be obtained from each participant prior to each phase of interview to ensure that consent is never assumed.

The researcher proposes that interview questions will be informed by the phases of data collection and may change as themes begin to emerge. The researcher has complied a set of questions that are likely to guide the first phase of apprentice interviews. These are guided by the research questions and existing theory. These may change following the analysis of secondary data (data collection phase 1).

Order No.	Questions	Prompts	Research question
1	Can you tell me about your experiences of work and study prior to undertaking the CMDA?	Probe for: • Level of education • Prior experiences of work and education – benefits and challenges. • Perceived readiness for the requirements of degree apprenticeship. • Different or the same as expected?	1
2	L 2 functional skills in English and maths are requirement for successful completion of your apprenticeship. Are you required to undertake functional skills test/s prior to completion?	**Yes/ no answer. If yes address in Q3 (Optional)**	1
3	How has the process of obtaining these qualifications been on your learning journey so far?	• Prior experiences of education. • Academic readiness for the requirements of degree level study. • Enablers/ constraints to	1

		apprenticeship completion. • Balancing work and study	
4	Why did you apply for a place on the CMDA apprenticeship?	Probe for: • Extrinsic/ intrinsic motivators • Learning style preferences • Career aspirations •	**1**
5	What does a successful apprenticeship mean to you?	Probe for: • What would be a successful outcome for participant? • Main objectives by end of apprenticeship – academic or career • Intrinsic/ extrinsic motivators	**1**
6	Can you describe what your apprenticeship experience has been like so far?	Probe for: • constraints and enablers to learning at university and at work. • Challenges and benefits	**2**

		• Progress on degree **• Relevance to work**	
7	The requirements of degree apprenticeship mean that you are both working and studying. How have you managed that?	Probe for: • Work/ study/ life balance • Programme stage and learning journey • Support from provider and employer • Functional skills – if answering yes to Q2	**2**
8	80% of your time as an apprentice is spent within the workplace. How have you applied what you are learning at university at work?	Probe for: • Employer/provider alignment • Achievement of employer's 80% WB learning commitment • Opportunities to apply knowledge. • Examples of application of knowledge gained on programme to workplace context.	**2**

9	Apprenticeship rules state that 20% of your learning must take place off the job. This is defined as a combination of learning on the taught programme a university and undertaking KSB development in the workplace. What opportunities are there for you to meet the 20% off the job requirements in the workplace?	Probe for: • Examples of provider/ employer alignment • Task autonomy • Task complexity • Needs support • Achievement of 20% OTJ requirement • Examples of learning and development opportunities at work. • Features of workplace curriculum	2
10	Can you describe the relationship between you, your employer and your apprentice provider?	**Probe for:** • Examples of tripartite engagement Provider/ employer alignment	3

		• Access to in-company mentor support • Employer/ NTU mentor engagement. • Depth or employer/ provider relationship and impact on experience.	
11	What impact does the tripartite relationship have on the development of the KSBs required for you to successfully complete your apprenticeship?	**Probe for:** • Impact on apprentice learning and development. • Expansive restrictive features of workplace curriculum. • Task complexity/ autonomy • Needs support • Impact on experience.	**3**

Conclusion and thanks:

Many thanks for taking the time to participate in this interview today. I am now turning off the recorder [researcher turns off recording device]. *If possible, I would like to schedule our next interview for xxxxxx and I will send you a diary request. I look forward to catching up with you then.*

Appendix 3 – Participant briefing

Dear Participant,

Thank you for taking the time to contribute to this study which is being undertaken to fulfil the requirements of a Doctorate in Business Administration (DBA). In accordance with the requirements of Doctoral research the researcher is being supervised by 2 senior members of the academic team in Nottingham Business School. Please see their details below:

Professor Helen Shipton – helen.shipton@ntu.ac.uk

Dr Yvonne Carlisle – yvonne.carlisle@ntu.ac.uk

You have been selected to participate in this research project because you are a Chartered Manager Degree Apprentice (CMDA) at Nottingham Business School, Nottingham Trent University and have been enrolled on the programme for at least 6 months. The purpose of this research briefing document is to outline the aims and objectives of the research and explain the process of participant selection and data collection.

Your participation is voluntary and confidential. You have the right to decline to participate without explanation. The researcher will not discuss your participation status with the NTU CMDA course leader, her team or your employer. Should you decide that you no longer wish your data to be included, you must inform the researcher on 0115 848 8139 or at lindsay.crichton@ntu.ac.uk **no later than 15/05/2020.** Once data analysis is underway for the first phase of interviews, it will not be possible to remove your information from the study.

Background to the research project

Recently the Vocational Education and Training system in the UK has undergone significant reform. Key changes include the introduction of an employer led system, a new funding framework, the requirement for degree apprenticeships, and formalised relationships between provider, employer and apprentice. The aim of this research project is to establish the conditions for successful degree apprenticeship within the context of these recent reforms. The research project's overall aim is to understand:

How do HEIs as "provider" gain an understanding of what constitutes an effective learning experience for an apprentice?

In addition, the researcher wishes to explore:

- What are the characteristics, motivation and expectations of successful CMDA apprentices?
- How does the divide between formal and informal learning impact on apprentice success?
- How can the relationship between employer, apprentice and provider optimise the apprentices' learning experience?

The questions you will be asked during interview will be aligned to these objectives.

Why is this research important?

Recent apprenticeship reforms are central to the UK government's Industrial Strategy and targets to increase economic growth and productivity. Degree Apprenticeships are a new concept. They are unique to the UK VET system and as such are being continually reviewed. They provide apprentices with an alternative route to higher education than traditional full-time study, enabling the development of new knowledge, skills and behaviours to take place in the workplace either in an existing job or as part of training for a new role. They provide employers with new frameworks for recruitment and staff development. For universities they present a new model of learning and teaching, and

they must find sustainable models of delivery that promote successful outcomes for all stakeholders.

This study presents an opportunity to contribute to an emerging area of research which is of both academic and political interest as well as offering you the opportunity to provide feedback on your learning journey on the CMDA at Nottingham Business School. The researcher anticipates that the findings of this research project will be used to inform course enhancement activity on the CMDA programme at NBS whilst contributing to the wider policy discussion and review of degree apprenticeships, where evidencing impact and demonstrating successful outcomes for all stakeholders will be key.

Participant selection method:

You are one of a sample of 10 apprentices that have been selected at random to participate in this study. To do this the researcher entered NTU ID numbers into Microsoft Excel to randomly select a list of 10 participants from the CMDA cohort at Nottingham Business School.

Data collection and transcription:

The researcher proposes to take a longitudinal approach to facilitate the investigation of apprentices learning journeys over time. Data will be collected over a 12-month period and each apprentice will be interviewed 3 times at a frequency of every 6 months. Primary data will be collected via semi-structured interviews which will take place either remotely via MS Teams or face to face at NTU. Interviews will be recorded and transcribed by the researcher. By participating, you are giving the researcher permission to record their interviews with you. The provisional timescales for data collection are as follows:

April 2020
October 2020
April 2021

Data security and confidentiality:

Your right to confidentiality is paramount. All information that you provide will be anonymised and kept securely and confidentially by the researcher in encrypted, password protected files. Throughout the process of data collection, analysis and reporting, your responses to interview questions will be allocated a pseudonym so that you are not identifiable by name. Employer details will also be anonymised. See below for further details:

Pseudonyms will be allocated to protect apprentice identities. The researcher will refer to organisations alphabetically. Any other description will be limited to the generalised nature of their business (e.g. retailer) taking care that they are not identifiable.

Please note that under certain circumstances the researcher is ethically required to break confidentiality should discussions that take place during interview raise any concerns regarding risk of harm to yourself, others or a planned criminal offence.

Thank you

APPENDIX 4: CODING TEMPLATE PHASE 1

Phase 1				
Theme	Codel level 1	Code level 2	Code level 3	Code level 4
1. Apprentice experiences and learning approach	1.1 Experiences of work and education	1.1.1 Experiences of work	1.1.1.1 experience of work less than 2 years	1.1.1.1.1 Trainee role recruit
			1.1.1.2 experience of work over 2 years	1.1.1.2.1 Established manager
				1.1.1.2.2 Trainee manager - development post entry to work.
		1.1.2 Experiences of education	1.1.2.1 Recent experiences of education	1.1.2.1.1 School – 6th form
				1.1.2.1.2 Standard L3 qualifications
				1.1.2.1.3 A levels
				1.1.2.1.4 L2 maths and English Achieved and evidenced

				1.1.2.1.5 Business subject matter studied
			1.1.2.2 No recent experiences of education	1.1.2.2.1 Non-standard entry – experience
				1.1.2.2.2 Professional management qualification
				1.1.2.2.3 College – vocational/ technical quals
				1.1.2.2.4 Unrelated subject matter studied
				1.1.2.2.5 education to L2
				1.1.2.2.6 Work training courses
				1.1.2.2.7 Messed around in school
				1.1.2.2.8 L2 maths and English Achieved and evidenced
				1.1.2.2.9 L2 maths and English not evidenced
				1.1.2.2.10 Equivalent qual achieved but not accepted
				1.1.2.2.11 Not engaging with additional learning

		1.1.3 Experiences of apprenticeship	1.1.3.1 Experiences of knowledge in practice	1.1.3.1.1 Experiences of knowledge in practice in role
				1.1.3.1.2 Experiences of knowledge in practice outside role
	1.2 Learning approach	1.2.1 Acquisitional	1.2.1.1 Acquisitional learning approach at university	1.2.1.1.1 Reflects alone at university
				1.2.1.1.2 Works individually at university
				1.2.1.1.3 Academic knowledge
				1.2.1.1.4 Surface strategy at university

			1.2.1.2 Acquisitional work	1.2.1.2.1 Learning to meet university criteria at work
				1.2.1.2.2 Reflects alone at work
				1.2.1.2.3 Works individually at work
				1.2.1.2.4 Procedural knowledge at work
				1.2.1.2.5 Surface strategy at work
				1.2.1.2.6 Learns through passive observation at work
		1.2.2 Through Participation	1.2.2.1 Participation university	1.2.2.1.1 Reflects with apprentice peers at university
				1.2.2.1.2 Collaborates with apprentice peers at university
				1.2.2.1.3 Deep strategy at university
				1.2.2.1.4 Reflects on the impact of practice on university learning.
			1.2.2.2 Participation work	1.2.2.2.1 Reflects with colleagues at work
				1.2.2.2.2 Collaborates with colleagues at work

				1.2.2.2.3 Reflects on the impact of university learning on practice at work
				1.2.2.2.4 Deep strategy at work
2. Apprentice's scope for learning	2.1 Job characteristics	2.1.1 Complex tasks	2.1.1.1 Access to complex tasks	2.1.1.1.1 Access to complex tasks in daily practice
				2.1.1.1.2 Access to complex tasks outside of daily practice
			2.1.1.2 No access to complex tasks	
		2.1.2 Autonomy	2.1.2.1 High – decides task approach	
			2.1.2.2 Low – bounded to set approach	
		2.1.3 Social support	2.1.3.1 Employer support high	2.1.3.1.1 Shared purpose for learning
				2.1.3.1.2 Provides feedback on performance
				2.1.3.1.3 Signposts to learning opportunities
				2.1.3.1.4 Recognises work learner identity

			2.1.3.1.5 Employers has organisational and individual purpose for learning.
		2.1.3.2 Employer support low	2.1.3.2.1 No recognition of work learner identity
			2.1.3.2.2 Does not share purpose for learning
			2.1.3.2.3 No recognition or feedback on learning performance
	2.1.4 Trajectory	2.1.4.1 Steep	
		2.1.4.2 Gradual	
	2.1.5 Workload	2.1.5.1 High workload	2.1.5.1.1 Covid high workload
			2.1.5.1.2 Job responsibilities
		2.1.5.2 Manageable workload	
	2.1.6 Location	2.1.6.1 On site	
		2.1.6.2 Remote working	
2.2 University curriculum design and delivery	2.2.1 Approach to university curriculum delivery	2.2.1.1 Student led	2.2.1.1.1 A forum for sharing ideas

			2.2.1.2 Teacher led	2.2.1.2.1 Provides new theory about practice
		2.2.2 Learning location	2.2.2.1 On campus	
			2.2.2.2 Recent move to remote learning	
		2.2.3 University Workload	2.2.3.1 Manageable	2.1.3.2.1 Work, study, life balance
			2.2.3.2 High	2.1.3.1.2 No work study life balance
		2.2.4 University Social Support	2.2.4.1 Tutor support	
			2.2.4.2 Peer support	
	2.3 Curriculum alignment	2.3.1 University to work	2.3.1.1 aligned - University curriculum includes work context	2.3.1.1.1 Provider familiar with work context
			2.3.1.2 not aligned – university curriculum does not include work context	2.3.1.2.1 Provider does not understand organisational context.
				2.3.1.2.2 University assessments not relevant to work
		2.3.2 Work to university	2.3.2.1 Aligned – work tasks aligned with university curriculum	2.3.2.1.1 Employer familiar with university curriculum

			2.3.2.2 Not aligned – work tasks not aligned with university curriculum	2.3.2.2.1 Employer unfamiliar with university curriculum
3. Apprentice's expectations and learner identity	3.1 Expectations	3.1.1 Expectations of learning at work	3.1.1.1 Expects learning to be acquisitional	3.1.1.1.1 Expects to acquire procedural and organisational knowledge
				3.1.1.1.2 Expects to use off the job time for university assessments
				3.1.1.1.3 Expects to learn through engaging in work tasks alone
			3.1.1.2 Expects to learn through participation	3.1.1.2.1 Expects to learn through day-to-day engagement in the work community.
				3.1.1.2.2 Expects to learn collaboratively with and from others.
			3.1.1.3 Formal	

			3.1.1.4 Informal	3.1.2.2.1 Expects to learn through engaging with daily practice
			3.1.1.5 Directed	3.1.1.5.1 Employer led
				3.1.1.5.2 To be signposted to information
			3.1.1.6 Self-directed	3.1.1.6.1 Self Organised
				3.1.1.6.2 Takes responsibility
				3.1.1.6.3 To seek out knowledge for themselves
			3.1.1.7 Learning is a continual process	
			3.1.1.8 Learning has a fixed end point	
		3.1.2 Expectations of learning at university	3.1.2.1 Acquisition	
			3.1.2.2 Participation	
			3.1.2.3 Formal	
			3.1.2.4 Informal	

			3.1.2.5 Directed	3.1.2.5.1 Teacher led
				3.1.2.6.1 Organised
			3.1.2.6 Self-directed	3.2.2.6.1 Student led
				3.2.2.6.2Spontaneous
			3.1.2.7Learning has a fixed end point.	
			3.1.2.8 University learning applies to work.	
		3.1.3 Expectations of successful learning.	3.1.3.1 Expectations of successful learning at work	3.1.3.1.1 Learning to be a manager
				3.1.3.1.2Transfer of knowledge back to work
			3.1.3.2 Expectations of successful learning at university	3.1.3.2.1 Attainment in university assessment – grades
				3.1.3.2.2 To learn new knowledge for workplace practice
		3.1.4 Expectations of own performance	3.1.4.1 Expectations of performance at university	3.1.4.1.1 Self-efficacy learning at university high

				3.1.4.1.2 Self-efficacy learning at university low
			3.1.4.2 Expectations for performance at work	3.1.4.2.1 Self-efficacy learning at work high
				3.1.4.2.2 Self-efficacy learning at work low
	3.2 Learner identity	3.2.1 Identity at work	3.2.1.1 Learner at work inside role	
			3.2.1.2 Learner at work outside role	
		3.2.2 Identity at university	3.2.2.1 Identifies as learner at university	
4. Apprentice's motivation and goal orientation	4.1 Motivation	4.1.1 Motivation for learning at work	4.1.1.1 Motivation for Learning at work extrinsic	4.1.1.1.1 Extrinsic Career move
				4.1.1.1.2 Extrinsic Occupational competency
			4.1.1.2 Motivation for learning at work intrinsic	4.1.1.2.1 Intrinsic ongoing personal and professional development
		4.1.2 Motivation for learning at university	4.1.2.1 Motivation for learning at university intrinsic	4.1.2.1.1 Desire to improve work performance
				4.1.2.1.2 Intrinsic Enjoyment of learning

				4.1.2.1.3 Share knowledge with others
				4.1.2.1.4 Becoming a better manager
				4.1.2.1.5 Organisational benefit
				4.1.2.1.6 Interest in subject matter
			4.1.2.2 Motivation for learning at university extrinsic	4.1.2.2.1 Extrinsic Academic achievement leading to degree award
				4.1.2.2.2 Personal achievement
				4.1.2.2.3 Financial
	4.2 Goal orientation	4.2.1 Goal orientation learning at university	4.2.1.1 Learning orientation -- learning at university	4.2.1.1.1 Considers how university learning applies to practice
				4.2.1.1.2 Self-directed approach at university
				4.2.1.1.3 Seeks out support and feedback and reflects
				4.2.1.1.4 Mistakes are an opportunity to learn

			4.2.1.2 performance orientation - learning at university	4.2.1.2.1 Focuses on university academic assessments
				4.2.1.2.2 Does not engage in reflection at university
				4.2.1.2.3 Requires direction
				4.2.1.2.4 Avoidance, fear of failure
		4.2.2 Goal orientation learning at work	4.2.2.1 Learning orientation - learning at work	4.2.2.1.1 Self-directed
				4.2.2.1.2 Looks for opportunities to learn in day-to-day practice.
				4.2.2.1.3 Seeks out feedback and support.
				4.2.2.1.4 Reflects on how theory applies to work.
			4.2.2.2 Performance orientation learning at work	4.2.2.2.1 learning to meet the requirements of university assessment.
				4.2.2.2.2 Employs a surface approach
				4.2.2.2.3 Not engaged in logging learning at work on Pebblepad.

5. Tripartite stakeholder interactions	5.1 A collaborative approach	5.1.1 Understanding of purpose, commitment, roles, and responsibilities within tripartite relationship	5.1.1.1 Shared understanding	5.1.1.1.1 Employer engaged in meetings
				5.1.1.1.2 Provider engaged in meetings
				5.1.1.1.3 Apprentice engaged in meetings
			5.1.1.2 No shared understanding	5.1.1.2.1 Confusion about Employer role
				5.1.1.2.2 Confusion about provider role
				5.1.1.2.3 Compartmentalisation of roles
		5.1.2 Shared purpose	5.1.2.1 Shared purpose	
			5.1.2.2 No shared purpose	
		5.1.3 Usefulness of tripartite meeting.	5.1.3.1 Apprentice views as useful	5.1.3.1.1 Helps apprentice to understand apprenticeship requirements
				5.1.3.1.2 Helps employer to understand apprenticeship requirements
				5.1.3.1.3 Planning alignment

			5.1.3.2 Employer views as useful	5.1.3.2.1 Helps employer to understand apprenticeship requirements
			5.1.3.3 Apprentice views as tick box exercise	5.1.3.3.1 Duplicating work conversations
				5.1.3.3.2Compliance focused
				5.1.3.3.3 Limited employer support
				5.1.3.3.4 Limited provider support
				5.1.3.3.5 Meeting counter to how apprentice is expected to manage their own their own learning at work
			5.1.3.4 Employer views as tick box exercise	
	5.2 Tripartite engagement	5.2.1 Tripartite meeting	5.2.1.1 Meeting tripartite	
			5.2.2.2 Meeting not tripartite	5.2.2.2.1 Employer not engaged in meetings

APPENDIX 5: CODING SAMPLES

Data extraction phase 1: Jude	Theme	Codes level 1	Codes level 2	Codes level 3	Codes level 4
thankfully I've done alright with the style of writing and being critical sort of thing but at the beginning that was quite daunting, so you need to start thinking and being creative and criticising everything and questioning everything. You don't realise but you have to do it when you're in the class, you have to do it in your recommended reading and I think in my first one when we got feedback from [tutor] I got critiques for just being descriptive but that's all I really knew was just to describe something rather than just challenge it and critique it, that sort of thing. So yeah, what I was told it did match up with expectations, if anything it was tougher than I thought it would be, yeah.	1.Apprentice experience and Approach 3. Apprentice expectations and learner identity	1.1 Experiences of work and education 3.1. Expectations of leaning 3.4 Expectations of own performance	1.1.2 Experiences of education 3.1.2 Expectations of learning at university 3.4.1 expectations of performance at university	3.1.2.1 Learning at university acquisition 3.1.2.5 Directed 3.4.1.2 Self efficacy learning at university low	3.1.2.5.1Teacher led 3.1.2.5.2 Oganised
and the good thing is that it's not just on paper you can actually put them into practice as well.	3. Apprentice expectations and learner identity	3.1 Expectations	3.1.2 Expectations of learning at university	3.1.2.8 University learning applies to work	
Participant: Yeah I think I've already got it. What grade was it you needed at GCSE? *Researcher: It would be grade C or above.* *Participant: Yeah I've got them.*	1. Apprentice experience and approach	1.1 Experiences of work and education	1.1,2experience of education	1.1.2.2 No recent experiences of education	1.1.2.2.5 Education to level 2 1.1.2.2.8 Level 2 maths and English achieved and evidenced
I think it's helped we've done a lot on people and organisations you know where we've looked at current trends, you know so stuff on mental health and things that have come to the fore. I have got extensive experience of mental health in my role at the minute so getting to grips with that and working with a lot of people that in some cases suffer from it quite severely. So stuff like that has helped because I used to be a bit naïve and think well all you need is experience but I've sort of come round to a different way of thinking over the years and well actually you need a good chunk of both so you need that	1.Apprentice experience and approach 3. Apprentice's expectations and identity	1.1 Experiences of work and education 3.1 Expectations	1.1.1 Experiences of work 1.1.3 Experiences of apprenticeship 3.1.1 Expectations of learning at work	1.1.1.2 Experiences of work over 2 years 1.1.3.1 Experiences of knowledge in practice	1.1.1.2.1 Established manager 1.1.3.1.1 Experiences of knowledge in practice in role

educational background and you need that theory but also there is no substitute for getting your hands dirty and getting that experience.					
So I think it definitely it has so when we've talked about topics in class, certainly not all the time because I've learnt a lot but on stuff like mental health as an example or when we've talked about social media so I've done some work on that in the past as well, you can relate it to what you've done and it makes it so much easier to talk about. When you are asked to do your presentations or your 5-minute feedback things it does make it a lot easier.	1.Apprentice experience and approach 2. Apprentice's scope for learning 3. Apprentice expectation and learner identity	1.1 Experiences of work and education 2.3 Curriculum alignment 3.1 Expectations	1.1.1 Experiences of work 2.3.1 university to work 3.1.2 Expectations learning at university	1.1.2 Experiences of work more than 2 years 2.3.1.1 Aligned - University curriculum includes work context 3.1.2.8 University learning applies to work.	1.1.1.2.1 Established manager
Yeah it helps you validate why your there a little bit. You think yeah I do know what I'm on about.	1.Apprentice experiences and approach 3.Apprentice expectations and learner identity	1.1 Experiences of work and education 3.1 Expectations	1.1.1Experiences of work 3.1.2 Expectation of learning at university 3.4 Expectations of own performance	1.1.1.2 Experiences of work more tank 2 years 3.1.2.8 Expectations that university learning applies to work 3.4.1 expectations of performance at university	 3.4.1.2 Self efficacy learning at university high.

we've got a good example just this week, we've just done the business report on how our companies create value and I picked the whole of the interview process and part of the report was looking at ways to improve it for {Employer}. So one of the recommendations I came up with was why don't we do some just informal chats you know before you get in to formal interview you know where you just meet up with candidates to see if you click. So there's loads of research about that etc. etc. So we're doing that this week. we're doing a maternity cover placement, obviously we're doing it virtually but we're just having informal chats to start off with and we've not booked any formal interviews in just yet so I wouldn't have done that if I hadn't done the studying so that's an example right there.	1.Apprentice experience and approach 2.Apprentice's scope for learning 3. Apprentice's expectations and learner identity 4. Apprentice's motivation and goal orientation	1.1 Experiences of work and education 2.1 Job characteristics 3.1 Expectations of learning 4.2 Goal orientation	1.1.1 Experiences of work 2.1.1 Complex tasks 3.1.2 Expectations of learning at work 4.2.2 Goal orientation learning at work	1.1.1.2 Experiences of work more than 2 years 2.1.1.1 Access to complex tasks 4.2.2.2 Performance orientation learning at work	1.1.1.2.1 Established manager 2.1.1.1.1 Access to complex tasks in daily practice 4.2.2.2.1 Learning to meet the requirements of university assessment

Data extraction: Stella Phase 1	Theme	Code 1	Code 2	Code 3	Code 4
I'm not too sure about between my employer and the university but I assume it should be a good one because the employers stand to get a lot back from the staff and between myself and the university and the employer, well for me it seems to work well. My employer is always there when, you know the woman that comes, you know [names university mentor], what do they call her again?	5.Tripartite stakeholder interactions	5.1 A collaborative approach 5.2 Tripartite engagement	5.1.1 Understanding of purpose, commitment, roles and responsibilities 5.1.3 Usefulness of tripartite meeting 5.2.1 Tripartite meeting	5.1.1.2 No shared understanding of purpose, commitment, roles and responsibilities 5.1.3.1 Apprentice view as useful 5.2.2.1 Meeting tripartite	
Participant: So, the mentor my manager always makes himself available in case she wants to see him, so you know I think it should be a good one, I think.	5. Tripartite stakeholder interactions.	5.1 A collaborative approach 5.2 Tripartite engagement	5.1.1 Shared understanding of purpose, commitment, roles and responsibilities. 5.2.1 Tripartite meeting 5.2.2 Tripartite composition/ dynamic	5.1.1.1 Shared understanding 5.2.2.1 Meeting tripartite 5.2.2.1 Dynamic 5.2.2.2 Employer mentor role	5.1.1.1.1 Employer engaged in meetings 5.2.2.1.2 Provider led 5.2.2.2.1 Line manager

Researcher: So those meetings are all taking place ok are they with your line manager and your NTU mentor coming in, they're happening regularly? *Participant: Yes*	5. Tripartite stakeholder interactions	5.2 Tripartite engagement	5.2.3 Frequency	5.2.3.1 Required frequency	
To be fair I don't think so. To be honest I don't think that would be fair to say that because it would be irrelevant whether your mentor came or not, I'd still be able to facilitate the development and stuff.	5. Tripartite stakeholder interactions	5.1 A collaborative approach	5.1.1 Shared understanding of purpose, commitment, roles and responsibilities.	5.1.1.2 No shared understanding	5.1.1.2.1 Confusion about employer role 5.1.1.2.2 Confusion about provider role
	3. Apprentice expectations and learner identity	3.1. Expectations	3.1.1 Expectations of learning at work	3.1.1.6 Self-directed	3.1.1.6.1 Self organised 3.1.1.6.2 Takes responsibility
Participant: Yeah, I think it's probably that one, it's probably more about what's expected, and you know like going down the assessment route sort of thing *Researcher: Ok so it helps them to understand a bit more about where you're at in terms of anything that you might need to be exposed to, but it doesn't really help with that wider development piece for you because you feel that it's there already.* *Participant: yeah.*	5.Tripartite stakeholder interactions	5.1 A collaborative approach	5.1.3 Usefulness of tripartite meeting.	5.1.3.1 Apprentice views as useful	5.1.3.1.2 Helps employer to understand apprenticeship requirements
I'm just not really sure what I get back from it, do you know what I mean? I don't come away feeling I don't know, what I'm trying to say, I was kind of I mean, everything's lovely and she'll ask if there's anything you need, I don't know what I expected but I think I expected a little bit more, I dunno.	5. Tripartite stakeholder interactions	5.1 A collaborative approach	5.1.1 Understanding of purpose, roles, and responsibilities. 5.1.3 Usefulness of tripartite meeting	5.1.1.2 No shared understanding 5.1.3.3 Apprentice views	5.1.1.2.2 Confusion about provider role

				as tick box exercise	

Data extractions- Edie phase 2	Theme	Coding level 1	Coding level 2	Coding level 3	Coding level 4
Participant: really well to be honest because so I had monthly meetings with my line manager like every month and I can remember probably about June time we'd been given the opportunity to have someone on placement. *So, I managed the interviews right through to them being accepted and doing the tasks weekly for them an everything like that and it went on from the 6th of August to 6th October so like my main worry was that I wasn't going to get the people management section do you know under the skills section.*	1.Apprentice experience and approach 2.Scope for learning	1.2 Learning approach 2.1 Job characteristics 2.3 Curriculum alignment	1.2.2 Through participation 2.1.1 Complex tasks 2.1.3 Employer Social support 2.3.2 Work to University	1.2.2.1 Through participation at work 2.1.1.1 Access to complex tasks 2.1.3.1 Employer social support high 2.3.2.1 Aligned – work tasks aligned with university	 2.1.1.1.1 Access to complex tasks in daily practice 2.1.3.1.1 Shared purpose for learning 2.1.3.1.3 Signposts to learning opportunities 2.3.2.1.1Employer familiar with university curriculum
so I was worried about meeting that because my role isn't really managing anyone, so I was worried that I wasn't going to hit that KBS so I said probably from about December/ January time that that was a concern of mine but we've managed to fit it in so I've been able to hit it really. I'm trying to think of other things because with the KSBs everything could fit in really if you know what I mean.	1.Apprentice experience and approach 2.Apprentice's Scope for learning 3. Apprentice's Expectations and identity	1.1 Experience of work and education 2.1 Job characteristics 3.1 Expectations	1.1.1 Experiences of work 2.1.1Complex tasks 3.1.1 Expectations for learning at work. 3.4 Expectations of own performance	1.1.1.1 Experiences of work les than 2 years 2.1.1.1 Access to complex tasks 3.4.2 Expectations of ability to learn at work.	1.1.1.1.1 Trainee role recruit 2.1.1.1.1 Access to complex tasks in daily practice 3.4.2.2 Self efficacy for learning at work low.

Initially it was daunting because I've only really been on the receiving end of interviewing and not conducting the interview but I also I was due to have a web designer start and I sat in on their second interview so I've been involved in a lot of the HR and employing people side because it doesn't really happen very often, I mean you know it's not a very big business.	2. Apprentice's scope for learning 3. Apprentice's expectations and learner identity	2.1 Job characteristics 3.1 Expectations	2.1.1 Complex tasks 2.1.7 Organisational size 3.1.1 Expectations for learning at work 3.1.4 Expectations of own performance	2.1.1.1 Access to complex tasks 2.1.7.1 SME 3.1.1.2 Expects to learn through participation 3.1.1.4 Informal 3.4.2 Expectations of ability to learn at work.	2.1.1.1.1 Access to complex tasks in daily practice 3.1.1.2.1 expects to learn through daily engagement in work community 3.1.1.4.1 Expects to learn through engaging with daily practice 3.4.2.1 Self efficacy for learning at work high.
yeah it did because she did a bit on how we should set up an interview and how we should do a job ad so going through uni we kind of did the blurb bit and we sent it to them and they did the blurb bit so it wasn't kind of like doing it for a normal job because of it just being a placement but at the same time it was just like everything was the same process to the interviews so using that ,made me feel a bit more confident rather than just going into the process and not knowing anything and then throughout the process it was just a lot more challenging.	2. Apprentice's scope for learning. 3.Apprentice's expectations and identity	2.3 Curriculum alignment 3.1 Expectations	2.3.2 Work to university 3.4 Expectations of own performance	2.3.2.1 Aligned – work tasks aligned with university 3.4.2 Expectations of ability to learn at work.	2.3.2.1.1Employer familiar with university curriculum 3.4.2.1 Self efficacy for learning at work high. 3.4.2.3 Increased self-efficacy learning at work
so like I've learned a lot of lessons from it because when we were enquiring about the placement and everything, because we have actually had one before, but when we was doing it this time initially we were going to have them the in the office and this was before actual lockdown and then the university turned round and said actually this has	1.Apprentice experience and approach	1.2 Approach to learning 2.1 Job characteristics	1.2.2 Through participation	1.2.2.1 Through participation at work	

got to be remote, and I was like ooh, because everything I'd planned was like if you was in the business, so you were hearing conversations and you were picking up the phone. So even though it was kind of a good topic to do because it was about our social media and everything like that. So it wasn't like they had to come in and monitor processes, but I had a meeting with her every Tuesday and Friday. So on a Tuesday I would feed back what I would like her to do for the week and then she would present to me what she did on the Friday.	2. Apprentice's scope for learning 3. Apprentice's expectations and learner identity	 3.2 Learner identity	2.1.1 Complex tasks 2.1.2 Autonomy 3.2.1 Learner at work	2.1.1.1 Access to complex tasks 2.1.2.1 High decides task approach 3.2.1.1 Learner at work in daily practice	2.1.1.1.1 Access to complex tasks in daily practice 2.1.2.1.1 Increased autonomy
So you see I think it's helped with uni you know with the whole reflective thing, it's helped me to reflect a lot more so you know the whole placement thing so you know at the end of it I was like in hindsight it probably wasn't what we expected but at least we know for next time. It's not like there's going to be another covid next time.	1.Apprentice experience and approach 2. Apprentice's scope for learning 3. Expectations and identity	1.2 Learning approach 2.3 Curriculum alignment 3.1 Expectations of learning	1.2.1 Acquisitional 2.3.2 Work to university 3.1.1 Expectations for learning at work. 3.1.2 Expectations for learning at university	1.2.1.2. Acquisitional approach at work 2.3.2.1 Aligned – work tasks aligned with university 3.1.2.8 University learning applies to work	1.2.1.2.1 learns to meet requirements of university criteria 1.2.1.2.2 Reflects alone at work