



CHOBE Special Interest Group Series
2022/2023

“Investigating the perceptions of
apprentices and work-based learning
(WBL) mode”

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ABOUT CHOBE AND THE SPECIAL INTEREST GROUP (SIG) PROJECT

CHOBE supports and represents, with a voice of influence, those with strategic responsibility of the development and delivery of graduate and postgraduate education and research within the disciplines of construction property and surveying. CHOBE's objectives include

- Developing communities of practice in built environment education to support heads of department/schools (or nominees) in the UK and Ireland
- Influencing policy consultations through being the collective contact point for issues about built environment education for external stakeholders and Professional Statutory and Regulatory Bodies
- Providing a forum in which people can come together to network, share and address problems in a supportive and collaborative way
- Addressing the practical, day-to-day matters associated with learning, teaching and assessment
- Funding to initiate larger research projects that can have an impact on how we deliver our businesses

In June 2022 CHOBE invited proposals to establish Special Interest Groups (SIGs) for the forthcoming academic year. The purpose was to carry out small, targeted research into specific themes facing Built Environment educators. Each group was led by an expert in that particular field who will worked in association with a number of interested academics to discuss and identify different forms of innovation and good practice. Six SIGs were supported with a grant of £2000 each.

Executive Summary

The degree apprenticeships (DA) programme involves an agreement between three parties: the apprentice, the employer and the university. Although it hasn't been a while since the programme was introduced, it has now attracted a significant number of apprentices in-built environment-related degree programmes, particularly in the discipline of Chartered Surveying Degree Apprenticeships. The DA model divides learners into two learning trajectories: on-campus learning and off-campus learning. The most significant component (80%) of learning is stemming out from this off-campus learning component which is known to be 'work-based learning' (WBL). Although the existing body of knowledge suggests the level of success in this WBL in many of the apprenticeship degrees, there is little to no evidence to suggest how well WBL fits particularly with Chartered Quantity Surveying (QS) DA. There has also been a discussion around the declining DA completion rate and off-the-track graduate outcomes, particularly for QS. This leaves the educators in question whether QS DA work-based learning aligns with what apprentices need to achieve in their work and whether the QS DA standard is identified as a successful WBL facilitator that addresses the ongoing skill shortage in the construction industry. Therefore, this research project aims to investigate the current perceptions within the QS apprentices and to frame the QS Degree Apprenticeships (DA) as an opportunity for narrowing skills gaps, increasing productivity and boosting social mobility. The research employed, a literature review and scrutiny of the apprenticeship standard documents, followed by semi-structured interviews with selected degree apprentices. Qualitative data analysis was employed to find out correlations, and trends which lead to identifying the successes and failures of Work Based Learning particularly for QS DA improvement. Lack of understanding about each party's responsibilities, and loopholes of curriculum that do not align with the industry expectations were identified as issues that are standing out. The research partially ends with suggestions for an alternative proposal to corroborate the existing WBL model and suggest changes to Apprenticeship Curriculum. Further research involving a wider sample of apprentices, academics and employers is suggested.

Introduction & Background

The Degree Apprenticeships (DA) scheme in the United Kingdom was launched in 2015-2016, providing students with an opportunity to work towards a Bachelors' or Master's degree, combining study with paid work. An apprenticeship degree is usually taken as a part-time study for three to six years to complete. In the United Kingdom (UK), the continuously increasing number of apprenticeship enrolments over the past few years evidently proves that these DAs have attracted a significant amount of attention, especially for their success rates (Powell, 2019). However, despite the benefits and opportunities they offer, the literature also highlights the challenges associated with the DA scheme in general (Hack, 2021). Most of the learning of an apprentice is taken place through a balance of on-the-job training and off-the-job training working towards a qualification (i.e. chartership) at the same time. This is widely known as worked based learning (WBL). WBL mode allows providers to

work closely with academic organisations to provide students with a more authentic and structured way of learning in a workplace setting (Helyer, 2015).

Although the existing literature reports on various aspects of DA, there is a paucity of research specifically on the success and failures of Chartered Surveying Apprenticeship programmes. This research project, therefore, aims at investigating the perceptions of Quantity Surveying (QS) Degree Apprentices about their WBL mode and corroborate the preliminary findings with the existing WBL model used in the UK to propose changes in the apprenticeship course curriculum. The following objectives would follow to aid in achieving the above aim.

1. Conduct a review of the literature on Degree Apprenticeships (DA) which includes the entry requirements, contractual terms/ obligations and path towards Endpoint Assessment to identify the key variables for discussion and establish the need for change in the existing DA course curriculum.
2. Investigate the Quantity Surveying (QS) Degree Apprentices' attitudes and perceptions towards WBL in line with the above variables
3. Identify the successes and failures of Work Based Learning particularly for QS DA
4. Develop an alternative proposal to corroborate the existing WBL model and suggest changes to Apprenticeship Curriculum

Methodology

Design

To synthesise the qualitative data and to analyse the 'subjectivity' of different perspectives, 'Q methodology' was employed. Q methodology in this research is used as both a data collection and analysis technique, as it identifies various perspectives and consensus within a group on a specific topic (Balloo, 2018). The method 'enabled the researcher not only analyse similar perspectives but also to see how far and in what ways these perspectives are similar to each other (Woods, 2012)

The name "Q" comes from the form of factor analysis that is used to analyse the data. Q, as opposed to normal R factor analysis, looks for correlations between subjects across a sample of variables. Q factor analysis reduces the many individual viewpoints of the subjects down to a few "factors," which are claimed to represent shared ways of thinking. The Figure 1 below explains the basic stages of Q study and the expected outputs. The Q technique is used to address these three questions:

1. How many types of people are there?
2. Which people belong to the different types?
3. Which variables were the bases for delineating the different person factors?

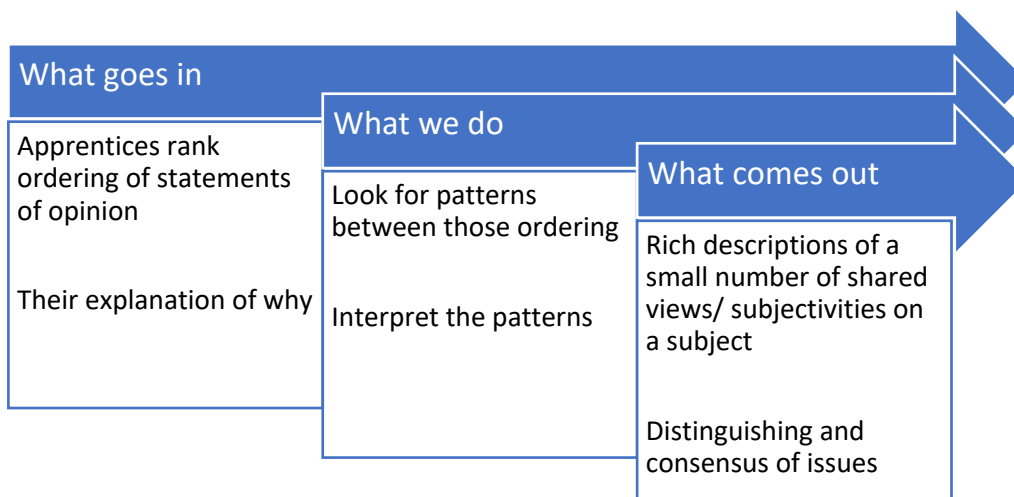


Figure 1- Basic stages of Q study

Data Collection Methods

Semi structured interviews were conducted with 3 QS apprentices, 2 apprenticeship managers, 2 lectures and 2 employers. These qualitative data was used to compile the statements (concourse) of the Q-sort. Once the statements were finalised, the Q sorters were initiated. Third year apprentices were selected to participate in the study. Participants (QS apprentices) were asked to create their own Q-sorts, which involves sorting Statements which were developed by the semi-structured interviews. These statements are ranked along a standardised ranking distribution.

Data analysis was conducted using Banasick's (Shawn Banasick, 2019) online application/ software for Q methodology. The Q sorters(s) are essentially treated as variables and statements as observations. During the analysis, these rankings are subjected to a series of statistical processes, which group together Q-sorts that share similarities, into factors (Watts and Stenner, 2005).

Key Findings & Discussion

The set of statements is the first main finding that represents the view of above participants of the semi-structured interviews. The second line of finding is the categorisation of apprentices depending on their shared view. Four factors were retained following a centroid factor analysis with varimax rotation. All four factors had an eigenvalue in excess of 1.00 and had at least two Q-sorts that loaded significantly on that factor alone, meeting Watts and Stenner's (2005) criteria for factors to include in factor interpretation. These four factors accounted for 21 out of the 21 (100%) Q-sorts and explained 54% of the study variance, within the acceptable values of 40% (Watts and Stenner, 2005).

The four factors (1-4) are described below. Factors are named, to enhance understanding (Forister and Chlup, 2017). Within the narrative, the statements and their rank within that factor are noted as statement number:

Factor-1 Busy Professionals

Factor 1 explained 25% of the study variance. It had 6 Q-sorts loading on it. The apprentices who belonged to this category were sharing similar perspectives that value the learning takes place at workplace rather than at an educational institute. They seem to expect less support from university and most importantly do not see themselves as apprentice students. Below are the perspectives they shared.

- sees work-based learning as a continuation of work where less support is expected from university
- Quite confident about their skills and abilities
- Self-reliant and principle-centred
- Use proactive approaches to both work and university and good at self-reflecting
- Loves workplace more and believe they learn more at work
- Do not see themselves as apprentice students
- Take accountability of their own success

The participants were also asked to provide some explanation for the selections they made i.e. the most agreed and the most disagreed statements. While they do not believe the need to work in groups in the university setting (as they already work as teams in their workplace), they are also quite satisfied with the support they are receiving from their employers and therefore do not expect the tutors to spoon feed them. Thus, shows their accountability to learning.

Factor 2- Studious Workers

On the contrary to the 'busy professionals', this type of student expects more support from the university and they seem to enjoy their time at university more. They make minimum complaints about their learning and administration in general at university. They genuinely believe that the amount of knowledge they acquire at university is substantial compared to what they learn at workplace and they find them helpful. For example, few students even flagged up the fact that how outdated the systems they use at their company is compared to what they have learned at university. Most importantly, they see themselves as apprentice students. On the explanations they provided for each end, one of the reasons for their preference for university life is triggered by the pressure that has been put on them by their employers. They are not happy that their weekends are taken up mainly with coursework because they are forced to attend work-related matters during the allocated time for off-the-job learning.

Factor 3- Growth minded

These types of students are quite appreciative about the model and its benefits. They are also quite open to embrace alternative ways to learning. For example, they are ready to be adapted to new learning approaches i.e. both synchronous and asynchronous learning techniques like flipped classroom technique. They take responsibility for their part of the apprenticeship and seek proactive steps to meet with tutors, line managers to further clarify things. They make space for creating more networking opportunities as they see the learning potential of every opportunity. As they carry a growth mind-set, they tend to treat meeting new people and gaining new experiences as part of the success of apprenticeship.

Factor 4- Family oriented

The apprentices who belonged to this category are slow learners, yet possess more integrative knowledge. With their level of maturity and exposure, they tend to see their personal experience as a resource. Because of the multi-level responsibilities they are tasked with, they tend to see everything that they do in a much more family centred lens. A strong circumstance that proved this fact is the appreciation they have towards the pay they are receiving while they learn and because of the bond they have with their employer, there is minimum effort required from them to find another job soon after they graduate.

Having identified the four types of apprentices, the next line of inquiry was to investigate ways to create a more inclusive curriculum. To this end, successes and failures of WBL were identified using the same Q-sorts and the semi-structured interviews. The causes and determinants of successes and failures were analysed separately. The list below includes a few of such causes and determinants that are standing out from the analysis.

- Employer's support i.e. commitment, awareness, empathy, mentorship
- WBL relevance to the current course i.e. How far can they make use of industry-related knowledge to reinforce their assessment completion and engagement in classes
- Course relevance to the WBL i.e. theory behind signature pedagogies
- Health and well-being i.e. stress, work relationships, developing communication skills, time management
- Apprenticeship completion RICS qualification, APC, degree completion
- Challenges i.e. workload balance
- Benefits i.e. the pay, qualification without debt
- View i.e. dual identity of a student and a matured worker
- Suggestions i.e. level of input from skill reviewers, tutors, changes to the model

The above successes and failures give rise to changes to existing WBL and/ or the curriculum. Competence-based HE was employed as the theoretical underpinning behind these suggestions. Competence-based HE (Lawrence, 2022) suggests that it must be taught in practice and assessed in application. Although most of the work-based programmes are a combination of teaching and research elements, facilitation of active and enquiry-based

learning from purposive (work) activity is crucial in the success of work-based learning. This is one of the main findings stemming out from the third line of investigation.

As emphasised by (Gibbs, 2011)WBL should facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university. Having closely aligned with the definition provided by Garnett, (Garnett, 2001) this research study suggests more competence-based approach to have the necessary knowledge, experience and self-awareness to do something successfully. The table below explains some of these suggestions to QS DA apprenticeship curriculum.

Table 1- Set of skills and attributes

| Attribute | Action Plan | Competency |
|--|---|---------------------------------|
| FLEXIBILITY | | |
| Ability to work both in a team (F-F) and remotely | Flipping the class room | Critical & Independent Thinking |
| Ability to work both in a team and independently | Include a balanced distribution of groupwork and individual assessment | |
| Develop the curriculum to be adaptable | Include an element of entrepreneurial and enterprising skills | |
| Student-centric assessment | Incorporating students in assessment design | |
| TEACHING AND LEARNING TECHNIQUE | | |
| Learning through active participation in real work processes/ situated learning | Bringing in industry led projects in the form of assessments/ field trips | Innovative Thinking |
| Learning through companionship and instruction at work place | Introducing tasks that require workplace input | |
| Learning through the combination of informal and formal learning | Promoting asynchronous and synchronous learning | |
| Learning through in-company observation and exploration | Introducing tasks that require workplace input | |
| Learning through simulating work organization, work tasks, and processes in an institutional setting | Bringing in industry led projects in the form of assessments | |

Conclusions & Emerging Opportunities / Recommendations

One of the main expectations from the DA is that it will help apprentices in the success of their roles and responsibilities at workplace. Further, a successful DA will make the apprentices ready to take up the full ownership of their role beyond the learning environment. This research attempted to investigate the perceptions of apprentices on their work-based learning to see how best the WBL along with its curriculum could be re-framed to address the prevailing issues and challenges.

Preliminary observations indicate that there are 4 types of apprentices for whom the curriculum must be inclusive of. Having identified the 4-types of apprentices helped the researchers to identify their expectations and circumstances in the first place. The research then investigates the success and failures of existing WBL. Whilst there are number of success areas, the extent to which attentions required for the failures is also significant. The support received from the employers, relevance of course to WBL and vice versa, the confusion around the dual identify, workload balance, health and wellbeing are some of the areas discussed.

This research suggested that the existing WBL along with he curriculum requires certain changes that provide space to develop skills and competencies that are best values by the employers. Learning from the successes and failures, this research suggested few attributes, skills and competencies that needs to be considered in curriculum development. It is also emphasised that a recognition of implementing those activities must be made available to apprentices to encourage their competency attainment. Improving the shared understanding of the purpose and the requirements of the degree apprenticeship scheme, incorporating more flexible, user friendly teaching and learning techniques, including more employment-Focused & Industry-Led curriculum design are some of the suggestions to improve the current WBL mode. The study suggests a broader horizon of data collection comprising of apprentices of all years and more input form the employers to add a more holistic conclusion to the research topic.

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Appendices

- A. Questions used in semi-structured interviews
- B. The discourse (statements)
- C. Data analysis- Correlation matrix and Factor loading

Appendix - A

Interview Questions for Apprentices (students)

1. What is your view on your employer's level of awareness towards DA framework and their level of support towards related tasks that you are currently taking?
2. To what extent do you think that WBL is relevant to the current course that you are taking with 'X' educational institute?
3. To what extent do you think that your current course at 'X' is relevant to WBL and further your professional job-role?
4. How well do you think that the current DA structure best aligns with your health and wellbeing (i.e. mental health, work-life balance, EDI)
5. How well do you think you have progressed towards your RICS professional competency and EPA?
6. How well do you think you have progressed towards completion of your degree at 'X' educational institute?
7. What challenges have you encountered in your journey so far as an apprentice?
8. What benefits you have realised in your journey so far as an apprentice?
9. In your opinion, what needs to be changed in the current apprenticeship model?
And Why?

Interview Questions for Apprenticeship Managers

1. What is your view on your employer's level of awareness towards DA framework and their level of support towards apprentices?
2. To what extent do you think that WBL is relevant to the current course that apprentices are taking with 'X' educational institute?
3. To what extent do you think that their current course at 'X' is relevant to the WBL they take with 'Y' employer and further their professional job-role?

4. How well do you think that the current DA structure best aligns with apprentices' health and wellbeing (i.e. mental health, work-life balance, EDI)
5. How well apprentices have progressed towards their RICS professional competency and EPA?
6. How well apprentices have progressed towards completion of their degree at 'X' educational institute?
7. What challenges have you seen apprentices face in their journey so far that other non-apprentices would not face?
8. What challenges have you encountered in your journey as an Apprenticeship manager who work closely with apprentices and their employers?
9. What benefits have you seen apprentices realise in their journey so far that other non-apprentices would not realise?
10. In your opinion, what needs to be changed in the current apprenticeship model?
And Why?

Interview Questions for lecturers who teach apprenticeship modules/ courses

1. What is your view on your employer's level of awareness towards DA framework and their level of support towards apprentices?
2. To what extent do you think that WBL is relevant to the current course that apprentices are taking with 'X' educational institute?
3. To what extent do you think that their current course at 'X' is relevant to the WBL they take with 'Y' employer and further their professional job-role?
4. How well do you think that the current DA structure best aligns with apprentices' health and wellbeing (i.e. mental health, work-life balance, EDI)
5. How well apprentices have progressed towards their RICS professional competency and EPA?
6. How well apprentices have progressed towards completion of their degree at 'X' educational institute?
7. What challenges have you seen apprentices face in their journey so far that other non-apprentices would not face?
8. What challenges have you encountered in your journey as a lecturer/ module leader/ course director who work closely with apprentices and their employers?
9. What benefits have you seen apprentices realise in their journey so far that other non-apprentices would not realise?
10. In your opinion, what needs to be changed in the current apprenticeship model?
And Why?

11. What changes would you suggest in the current educational curriculum that you're involved in to best match the skill and knowledge demand in the industry?
And Why?

Appendix - B

| | Statements | Category |
|-----|--|-------------------------------------|
| S1 | My team at company do all that they could do to support me | employer's support |
| S2 | My mentor/ counsellor is approachable and is guiding me for my career success | employer's support |
| S3 | My seniors make sure I don't work overtime when I have university submissions | employer's support |
| S4 | My company is not too aware of my apprenticeship: standards and expectations | employer's awareness |
| S5 | My company is well aware of the different tasks that I do at university | employer's awareness |
| S6 | Things we do at work is completely different to what I do at University | WBL relevance to the current course |
| S7 | I have been able to self-reflect upon my job role and find the connectivity between theory and practice | WBL relevance to the current course |
| S8 | We learn so much on a daily basis at work that we wouldn't really be able to learn in university | WBL relevance to the current course |
| S9 | Meeting and networking with professionals at work place has helped me when completing coursework | WBL relevance to the current course |
| S10 | I found my modules very helpful in terms of knowing the knowledge basis behind everything I do at work | Course relevance to the WBL |
| S11 | Things I learn at university are too theoretical. I only absorb information but never put them into practice | Course relevance to the WBL |
| S12 | The course take into account the digitalisation aspect of construction | Course relevance to the WBL |
| S13 | The amount of groupwork at class is too much. I prefer working individually | Course relevance to the WBL |
| S14 | I find it very hard to balance my job, university work and life. My weekends are taken up mainly with coursework | health and well-being |
| S15 | My strengths and weaknesses are better identified and supported in this apprenticeship | health and well-being |
| S16 | My work- study pressure is created by my self I'm really poor with time management | health and well-being |

| | | |
|-----|--|---------------------------|
| S17 | I have given with equal opportunities and respect that I deserve at work place | health and well-being |
| S18 | We get to work with different people, different ages, different backgrounds both at work and Uni | health and well-being |
| S19 | Having gender role models at work has helped me to see myself in the future | health and well-being |
| S20 | I'm in the right track towards EPA and MRICS. I am progressing well. | Apprenticeship completion |
| S21 | I haven't received proper communication about 20% OTJ, EPA or MRICS. They are all sort of scattered information | Apprenticeship completion |
| S22 | I would expect more input from the skill reviewers and apprenticeship team at Uni for my progress | Apprenticeship completion |
| S23 | I know all the KSB's and I know when they are achieved. I'm on it | Apprenticeship completion |
| S24 | I am totally lost in my lectures and I have a lot to catch-up | Degree completion |
| S25 | I am receiving adequate personal and academic support/ feedback from my tutors | Degree completion |
| S26 | I feel intimidated by other apprentices at class and groupwork | Challenges |
| S27 | Having like-minded team of apprentices have helped me in many ways | Challenges |
| S28 | My university personal timetable was either incorrect or not clear | Challenges |
| S29 | I am always called upon for work outside my contracted work hours | Challenges |
| S30 | Sometimes I voluntarily do an extra hour because there's something urgent. I'm okay with it. | Challenges |
| S31 | I take my lunch break, go out and really don't stick to the desk all the time when at work | Challenges |
| S32 | Sometimes my employer forget my university days and assign tasks, but I remind them- that's not an issue | Challenges |
| S33 | I don't attend to emails and calls in my university days | Challenges |
| S34 | Because of large number of students, I do not get personalised learning experience at University | Challenges |
| S35 | I was enrolled quite late to the course, and it was very penalising. I had to go back and look at everything myself on my own time | Challenges |
| S36 | At work, I put what I've learned into practice in real work processes | Benefits |
| S37 | Earning while learning is a massive help to run my family | Benefits |
| S38 | I think I am better at expressing myself, because I communicate with lot of people at work | Benefits |
| S39 | I will automatically receive a position in our company after I graduate | Benefits |
| S40 | When I graduate, I have less stress in finding jobs because I have more work experience for my age compared to non-apprentices | Benefits |
| S41 | I get best practice guidance from my companionship who have been in the same position as I am few years ago | Benefits |
| S42 | I learn a lot through in-company observation and exploration like site visits | Benefits |
| S43 | I don't see myself as an apprentice I was working anyway and I know my stuff. I just needed the paper qualification | View |

| | | |
|-----|--|-------------|
| S44 | I am aware that my attendance is monitored and engagement with modules is important | View |
| S45 | Module workshop periods should be longer. I prefer the curriculum to be more practical | Suggestions |
| S46 | I like being a student and I like more university time at least 2-days release | Suggestions |
| S47 | There's too much break between my modules at University | Suggestions |
| S48 | I prefer all lectures to be recorded or delivered online | Suggestions |
| S49 | One week of school and then three weeks of work would be ideal for me | Suggestions |
| S50 | I prefer more connection between my employer and academic staff. I sometimes have to email tennis between them two | Suggestions |



Pearson correlation coefficient

where 0 is no correlation, 1 is total positive correlation, and - 1 is total negative correlation.

5

Factor Loadings

Row Highlighting:

None

Colors

Gray

Flagging:

Auto-Flag

at

p < 0.05 ▾

 Require Majority of Common Variance

Default sort is by factor group (FG - highest loading factor). Click the column headers to re-sort.

| Num | Participant | FG | Factor 1 | F1 | Factor 2 | F2 | Factor 3 | F3 | Factor 4 | F4 |
|-----|-------------|------|----------|--------------------------|----------|--------------------------|----------|--------------------------|----------|--------------------------|
| 3 | US3 | F1-1 | 0.9269 | <input type="checkbox"/> | -0.1703 | <input type="checkbox"/> | 0.0616 | <input type="checkbox"/> | 0.1129 | <input type="checkbox"/> |
| 8 | US8 | F1-2 | 0.9123 | <input type="checkbox"/> | -0.1208 | <input type="checkbox"/> | 0.0236 | <input type="checkbox"/> | 0.1476 | <input type="checkbox"/> |
| 7 | US7 | F1-3 | 0.8913 | <input type="checkbox"/> | -0.2318 | <input type="checkbox"/> | 0.0425 | <input type="checkbox"/> | 0.1137 | <input type="checkbox"/> |
| 9 | US9 | F1-4 | 0.8019 | <input type="checkbox"/> | 0.0307 | <input type="checkbox"/> | 0.0254 | <input type="checkbox"/> | -0.0507 | <input type="checkbox"/> |
| 12 | US12 | F1-5 | 0.7375 | <input type="checkbox"/> | 0.1155 | <input type="checkbox"/> | 0.2514 | <input type="checkbox"/> | 0.3026 | <input type="checkbox"/> |
| 13 | US13 | F1-6 | 0.6623 | <input type="checkbox"/> | 0.1297 | <input type="checkbox"/> | 0.3344 | <input type="checkbox"/> | 0.2523 | <input type="checkbox"/> |
| 6 | US6 | F2-1 | -0.0925 | <input type="checkbox"/> | 0.9116 | <input type="checkbox"/> | -0.1781 | <input type="checkbox"/> | -0.0224 | <input type="checkbox"/> |
| 4 | US4 | F2-2 | -0.0796 | <input type="checkbox"/> | 0.8759 | <input type="checkbox"/> | -0.1079 | <input type="checkbox"/> | 0.0827 | <input type="checkbox"/> |
| 18 | US18 | F2-3 | 0.0146 | <input type="checkbox"/> | 0.8646 | <input type="checkbox"/> | -0.121 | <input type="checkbox"/> | 0.0204 | <input type="checkbox"/> |
| 21 | US21 | F2-4 | 0.3668 | <input type="checkbox"/> | 0.5095 | <input type="checkbox"/> | 0.3947 | <input type="checkbox"/> | 0.1604 | <input type="checkbox"/> |
| 17 | US17 | F2-5 | -0.1512 | <input type="checkbox"/> | 0.4998 | <input type="checkbox"/> | 0.1357 | <input type="checkbox"/> | 0.2724 | <input type="checkbox"/> |
| 15 | US15 | F3-1 | 0.0375 | <input type="checkbox"/> | -0.2967 | <input type="checkbox"/> | 0.7498 | <input type="checkbox"/> | 0.3761 | <input type="checkbox"/> |
| 14 | US14 | F3-2 | 0.0164 | <input type="checkbox"/> | -0.3098 | <input type="checkbox"/> | 0.7425 | <input type="checkbox"/> | 0.3442 | <input type="checkbox"/> |
| 20 | US20 | F3-3 | 0.031 | <input type="checkbox"/> | 0.1104 | <input type="checkbox"/> | 0.7023 | <input type="checkbox"/> | -0.2579 | <input type="checkbox"/> |
| 19 | US19 | F3-4 | 0.1761 | <input type="checkbox"/> | -0.1005 | <input type="checkbox"/> | 0.5987 | <input type="checkbox"/> | -0.0862 | <input type="checkbox"/> |
| 16 | US16 | F3-5 | 0.4545 | <input type="checkbox"/> | 0.3525 | <input type="checkbox"/> | 0.4652 | <input type="checkbox"/> | 0.1112 | <input type="checkbox"/> |
| 10 | US10 | F4-1 | 0.1249 | <input type="checkbox"/> | 0.0519 | <input type="checkbox"/> | -0.0943 | <input type="checkbox"/> | 0.8492 | <input type="checkbox"/> |
| 11 | US11 | F4-2 | 0.1181 | <input type="checkbox"/> | -0.0399 | <input type="checkbox"/> | -0.1151 | <input type="checkbox"/> | 0.8351 | <input type="checkbox"/> |
| 2 | US2 | F4-3 | 0.2642 | <input type="checkbox"/> | 0.236 | <input type="checkbox"/> | 0.3771 | <input type="checkbox"/> | 0.6148 | <input type="checkbox"/> |
| 5 | US5 | F4-4 | -0.096 | <input type="checkbox"/> | -0.1227 | <input type="checkbox"/> | -0.1176 | <input type="checkbox"/> | -0.4985 | <input type="checkbox"/> |
| 1 | US1 | F4-5 | 0.3595 | <input type="checkbox"/> | 0.1761 | <input type="checkbox"/> | 0.4569 | <input type="checkbox"/> | 0.4609 | <input type="checkbox"/> |