

Making Assessment Meaningful: Feedback, Relevance, and Real-World Impact

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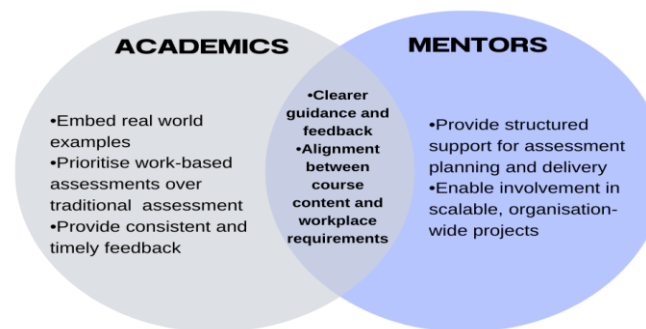
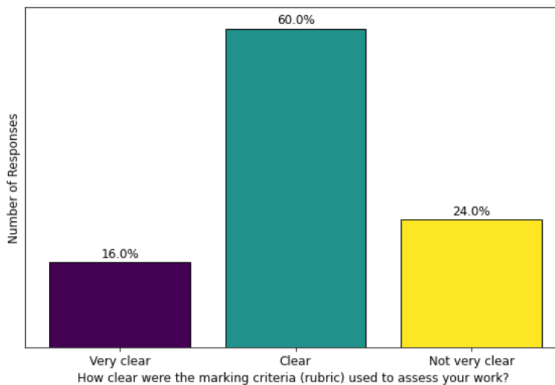
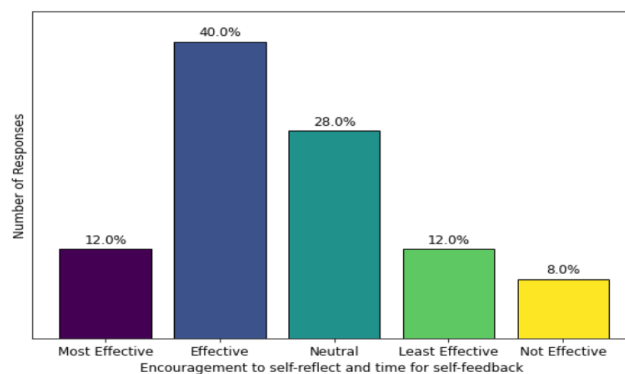
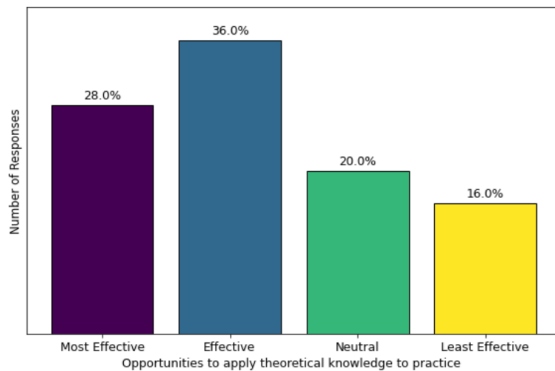
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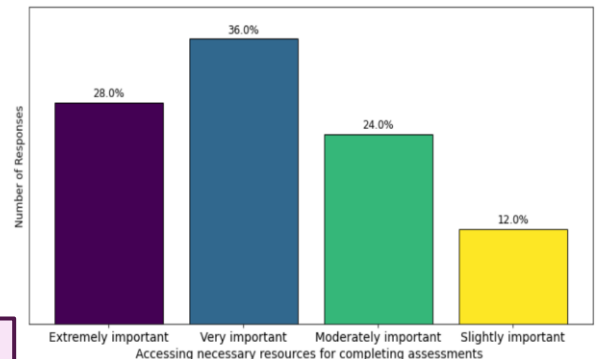
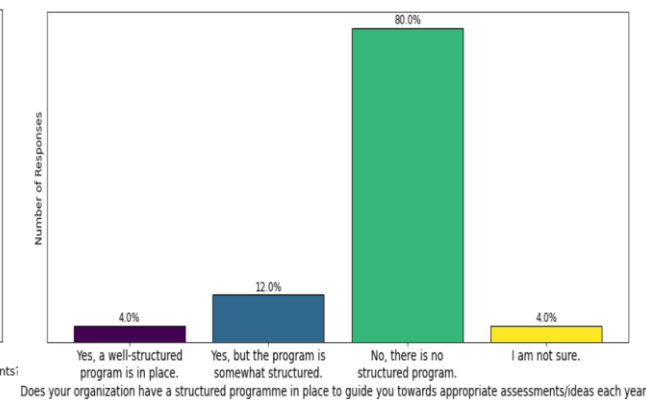
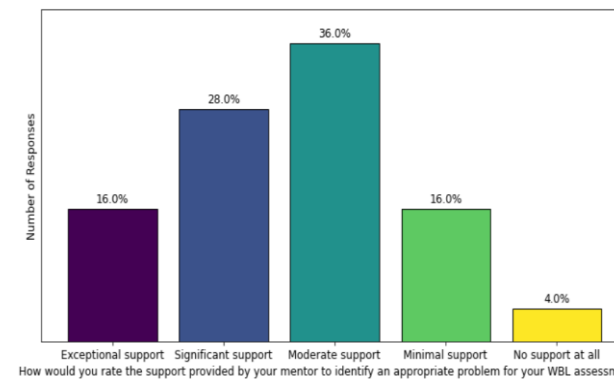
Abstract: Graduate Apprenticeships (GAs) are a novel form of work-integrated learning in which apprentices are employed full-time throughout the degree. Approximately 80% of their academic assessment is work-based learning. Recent research illustrates multiple attractive features of work-integrated learning, but also points out recurring challenges^{1,2}, including: 1. Engagement, 2. Academic Performance Issues, 3. Time management and 4. Retention.

Research findings from this study are presented for the Learning Provider (University) and the Employer below.

Learning Provider



Employer



References

1. Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice. *Studies in higher education*, 40(2).
2. Riggert et al. (2006). Student employment and higher education: Empiricism and contradiction. *Review of educational research*, 76(1).