

Co-creating Assessments with Employers: What Worked, What Challenged, and What We Learnt

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Overview: This poster presents findings from an evaluation study aimed at enhancing work-based assessments in Graduate Apprenticeship (GA) programmes by strengthening the tripartite relationships between apprentices, workplace mentors, and the university as the learning provider (Figure 1). The programmes include Engineering Design and Manufacture; Engineering Instrumentation, Measurement and Control; and Data Science. Through stakeholder surveys, the study explored challenges and opportunities in aligning work-based project learning and assessments with module learning outcomes. In this poster findings highlight the need for clear assessment guidance, robust rubrics, workplace relevance, and timely, objective feedback from academics and work-based mentors. The poster highlights promising practices, key challenges and areas for development, and lessons learned from the study to support more effective partnership working in co-creating apprentice assessments.

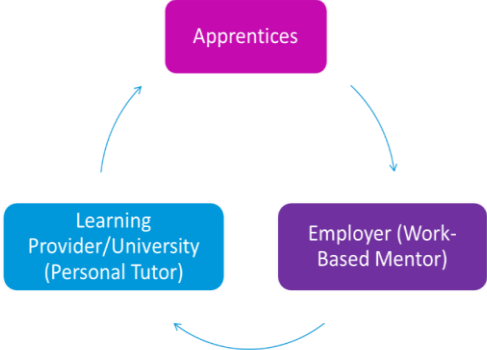


Figure 1: Tripartite interaction on the Graduate Apprenticeship

Promising Practices

- Ensuring effective communication between apprentice, mentor and university to align projects.
- Offering flexible project sourcing across employer teams.
- Providing both mentor and academic feedback to help apprentices link theory and practice.

Challenges and Areas for Improvement

- Avoiding unclear language in assessment criteria.
- Expanding the mentor training provision to offer assessment pedagogy and practice sessions.
- Addressing confidentiality constraints that limit the sharing of employer evidence/data when co-creating assessments.

Lessons Learned from the Study

- Identifying appropriate apprentice assessments with mentors is essential to ensure alignment and effectiveness.
- Providing clear mentor guidance and practical exemplars to enhance consistency and confidence in the mentor's role.
- Strengthening partnership working to improve assessment practices.



“ The apprentice have a planned departmental or functional rotation. This allows the identification of appropriate resources to support their development when required. “



“ I attended the Graduate Apprenticeship Mentor Skills Awareness Webinar hosted by Heriot Watt. “

References

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2. Bovill, C. (2019). A co-creation of learning and teaching typology: What kind of co-creation are you planning or doing?. International Journal for Students as Partners. 3. 91-98. 10.15173/ijsap.v3i2.3953.