Digital and Technology Solutions Professional at Manchester Met

Dr Ernest Edifor: Director of Digital and Technology Solutions
Jess East: Programme Manager
Kathy Kord: Skills Coach
Hayley Cooney: Apprenticeship Development Manager

AGENDA

- Introductions

- Degree Apprenticeships at Manchester Met

- The Apprenticeship Standard

- Programme Structure

- Support for Apprentices

- Off the Job Training

- Line Manager and/or Mentors Role

- Q & A

INTRODUCTIONS

- Who you are and where you work

- What you hope to get out of the session

WELCOME TO MANCHESTER MET

WELCOME TO MANCHESTER MET

- One of the largest, most popular and diverse universities in the UK, with over 40,000 students and 5,000 staff

- Ranked as one of the UK's greenest universities

- One of the largest providers of degree apprenticeships in the UK

- Degree apprenticeships align with the University's strategic aims – 'Road to 2030'

DEGREE APPRENTICESHIPS AT MANCHESTER MET

- Voted top university provider of degree apprenticeships by apprentices (RateMyApprenticeship Awards 2019, 2020, 2021, 2022, 2023)

- Rated an 'Excellent' training provider by employers ([gov.uk](gov.uk))

- 79% overall achievement, even in the pandemic, 92% merits and distinctions

- 90% NSS

- First university to be awarded Outstanding by Ofsted on their new Education Inspection framework – Nov 2022

- University Provider of the Year – Multicultural Apprenticeship Awards 2022

- Global interest, advising other countries including New Zealand, Spain, Canada and Australia

Digital degree apprentices at York University, Toronto, with Jane Goodyer, Dean of Lassonde School of Engineering

OFSTED OUTSTANDING 2022

FOR DEGREE APPRENTICESHIPS

We have received two consecutive overall Ofsted **Outstanding** ratings (the first, in 2018, under the previous framework).

Highlights include:

⭐ Quality of **teaching** and **academic support**

⭐ The **inclusive** and **respectful** learning environment

⭐ Highly effective **careers advice** and guidance

WATCH THE VIDEO

READ THE REPORT

Manchester
Metropolitan
University

Ofsted
Outstanding
Provider

> "*This rating clearly demonstrates that we deliver programmes of exceptional quality at scale. Our apprenticeships are designed in close partnership with employers. This ensures they meet their workforce needs, while developing every student to achieve their potential and advance in their career of choice.*"

Liz Gorb | Director of Apprenticeships

RATEMYAPPRENTICESHIP

TOP UNIVERSITY 2019, 2020, 2021, 2022 & 2023

- Manchester Met named the UK's top-rated university provider for degree apprenticeships for the fifth year running

- The list is based solely on students' reviews of their apprenticeships through the RateMyApprenticeship website

- Manchester Met has received over 900 verified reviews

- 15+ employers were listed in the Top 50 Employers category

- You can submit a review each year that you're an apprentice, and receive a £5 Amazon voucher or donation to charity for each review **ratemyapprenticeship.co.uk/rate-your-apprenticeship**

The Manchester Met team have been exceptional in their support. They have consistently gone above and beyond to provide guidance, resources, and a nurturing learning environment. Their commitment to my growth and development has made a significant positive impact on my educational journey.

Chartered Manager degree apprentice

Manchester
Metropolitan
University

RATE MY APPRENTICESHIP

WHAT OUR APPRENTICES ARE ACHIEVING

- 40% of Manchester Met apprentices are the first in their family to go to university

- 34% of current Manchester Met STEM apprentices are women, compared to the national average of 22% reported by the Office for Students (2020)

- 110+ of our apprentices have been recognised at regional or national awards

- The Degree Apprenticeship success rate at Manchester Met is 83% which is significantly higher than the national average of 64% (DfE) (2021)

Rudy De-Beck Nkansah-Adjei
Odeon Cinemas Group Ltd
BAME Apprentice of the Year '21

Abby Whitnall, GSK
Chemical Sciences Apprentice of the Year 2022

Manchester
Metropolitan
University

WHAT OUR APPRENTICES ARE ACHIEVING

- Pay rises and promotions | Our exit surveys reveal that 78.3% of Manchester Met Degree Apprentices received a pay-rise and 64.2% received a promotion during their apprenticeship.

- Apprentices from more disadvantaged backgrounds are doing better in payroll stakes than those from more advantaged homes, the majority are now earning £30,000 - £40,000.

- Outcomes |Employers say that Degree Apprenticeships help them to grow talent, reduce skills shortages, bring in new knowledge, innovate and deliver important projects, improve productivity and encourage career progression.

Howard Jackson, IBM
Rising Star, National Apprenticeship Awards 2021

Estelle Le Galliot, NHS
BBC Making a Difference Awards 2022 for work with cancer
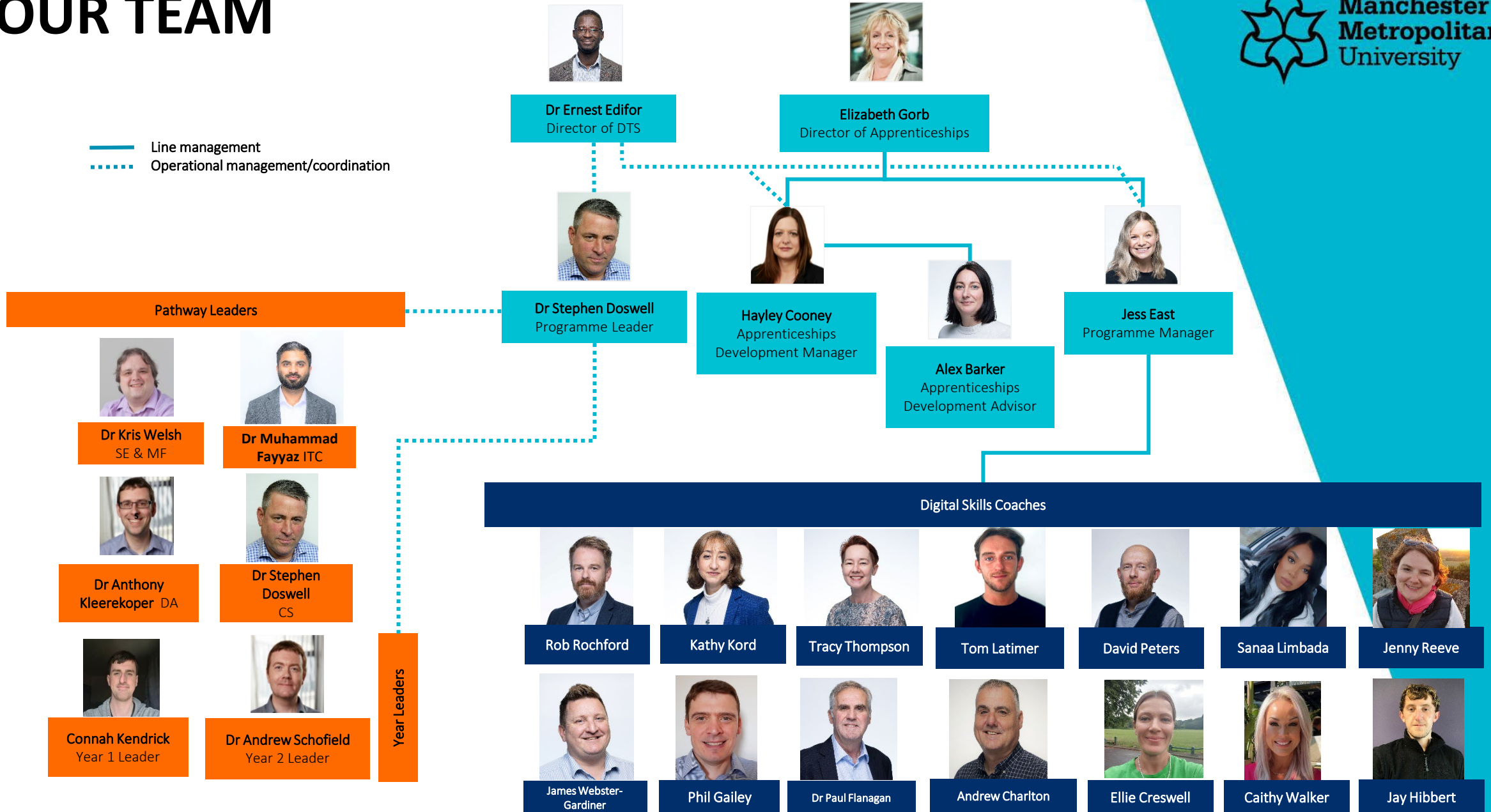
OUR SUCCESS PARTNERS

- 360 Systems Ltd
- AJ Bell Business Solutions Ltd
- AlphaPlus Consultancy Ltd
- Auto Trader Holding Ltd
- BAE Systems (Operations) Ltd
- Barclays Bank PLC
- Bentley Motors Ltd
- BT Group
- CGI
- Chartered Institution of Railway Operators
- Cheshire Datasystems Limited (CDL)
- CIPTEX Ltd
- Cisco Systems Limited
- DriveWorks Ltd
- Edge Testing Solutions
- Fujitsu Services Ltd
- GHD
- Greater Manchester Mental Health NHS FT
- Ground Transportation Systems UK Limited
- Harten Frameworks Ltd
- Hopwood Hall College
- IBM United Kingdom Ltd
- James Walker SPS Ltd
- JD Sports Fashion

- Lloyds Banking Group Plc
- Lockheed Martin UK Limited
- M.A.C. Solutions (UK) Ltd
- Manchester Metropolitan University
- Manchester University NHS Foundation Trust
- MBDA UK Ltd
- National Nuclear Laboratory (NNL)
- Nexer Digital Ltd
- Nivo Solutions Limited
- Pearson Education
- Propeller Powered Ltd
- Rathbones Group Plc
- Red Eye International Ltd
- Regatta Ltd
- Royal London Group
- Scottish Power
- Solutions PT Ltd
- Stockport Borough Council
- Thales UK Ltd
- The Christie - NHS Foundation Trust
- The Pinnacle Learning Trust
- The Science and Technology Facilities Council
- The Very Group
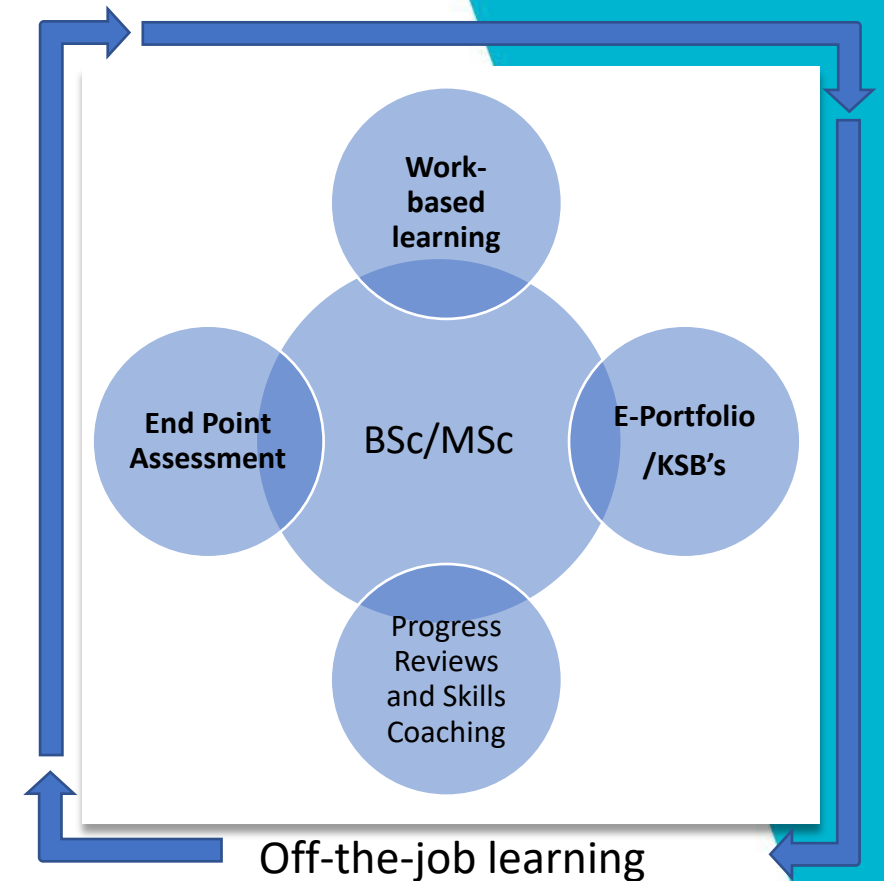- University Hospitals of Morecambe Bay NHS Trust (RLI)

OUR TEAM

Line management

Operational management/coordination

Dr Ernest Edifor
Director of DTS

Elizabeth Gorb
Director of Apprenticeships

Dr Stephen Doswell
Programme Leader

Hayley Cooney
Apprenticeships
Development Manager

Alex Barker
Apprenticeships
Development Advisor

Jess East
Programme Manager

Pathway Leaders

Dr Kris Welsh
SE & MF

Dr Muhammad Fayyaz ITC

Dr Anthony Kleerekoper DA

Dr Stephen Doswell
CS

Connah Kendrick
Year 1 Leader

Dr Andrew Schofield
Year 2 Leader

Year Leaders

Digital Skills Coaches

Rob Rochford

Kathy Kord

Tracy Thompson

Tom Latimer

David Peters

Sanaa Limbada

Jenny Reeve

James Webster-Gardiner

Phil Gailey

Dr Paul Flanagan

Andrew Charlton

Ellie Creswell

Caithy Walker

Jay Hibbert

Manchester Metropolitan University

THE APPRENTICESHIP STANDARD

WHAT IS A DEGREE APPRENTICESHIP?

- A job with training, like any other apprenticeship

- Training delivered via a combination of university study and work-based learning

- Equips participants with the Knowledge, Skills and Behaviours required for a particular role

- Defined by groups of employers and educators

- Delivery designed to align with full-time work

- Allowance to engage with learning during working hours

- Apprentices do not pay any fees

- Covered by the apprenticeship levy

Work-based learning

End Point Assessment

BSc/MSc

E-Portfolio /KSB's

Progress Reviews and Skills Coaching

Off-the-job learning

THE APPRENTICESHIP STANDARD: DIGITAL AND TECHNOLOGY SOLUTIONS PROFESSIONAL

As a line manager, it is crucial that you are aware of the **knowledge, skills and behaviours** within the apprenticeship standard and support your apprentice to develop in these areas.

This can involve creating opportunities for them to grow in these areas or helping them to recognise what they are doing in the workplace correlates to knowledge, skills or behaviour.

Become familiar with the Digital and Technology Solutions Professional apprenticeship standard [here](#)

THE APPRENTICESHIP STANDARD

Manchester Metropolitan University

Example Core Knowledge

CK1 — How organisations adapt and exploit digital technology solutions to gain a competitive advantage

CK3 — Principles of estimating the risks and opportunities of digital and technology solutions.

CK11 — The nature and scope of common vulnerabilities in digital and technology solutions. For example, the risks of unsecure coding and unprotected networks.

CK20 — Sustainable development approaches as applied to digital and technology solutions such as green computing.

THE APPRENTICESHIP STANDARD

Manchester Metropolitan University

Example Core Skills

CS4	Initiate, design, code, test and debug a software component for a digital and technology solution
CS7	Work effectively within teams, leading on appropriate digital technology solution activities.
CS11	Determine and use appropriate data analysis techniques. For example, Text, Statistical, Diagnostic or Predictive Analysis to assess a digital and technology solutions.
CS13	Report effectively to colleagues and stakeholders using the appropriate language and style, to meet the needs of the audience concerned
CS15	Apply relevant legal, ethical, social and professional standards to a digital and technology solution.

THE APPRENTICESHIP STANDARD

Example Core Behaviours

| CB3 | Acts with integrity with respect to ethical, legal and regulatory requirements ensuring the protection of personal data, safety and security. |

| CB5 | Interacts professionally with people from technical and non-technical backgrounds. Presents data and conclusions in an evidently truthful, concise and appropriate manner. |

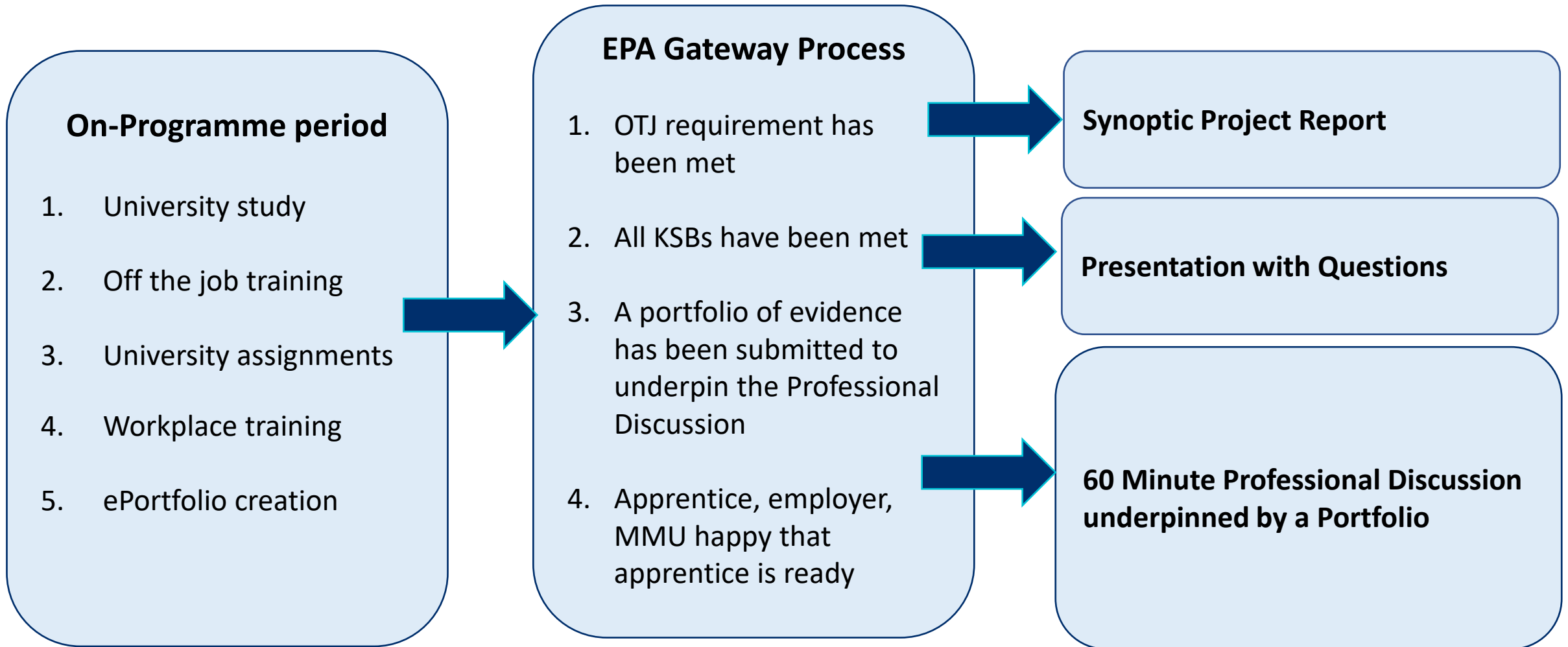| CB4 | Commits to continuous professional development; maintaining their knowledge and skills in relation to developments in digital and technology solutions that influence their work. |

| CB8 | Champions diversity and inclusion in their work ensuring that digital technology solutions are accessible. |

Manchester Metropolitan University

End Point Assessment (EPA)

- The EPA is the final stage of the Apprenticeship for your apprentice

- This is an impartial assessment of whether the Apprentice has developed the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard for DTS L6

- This assessment is made by an Independent Assessor

- You will have an important role to play in helping your apprentice to develop these KSBs in the workplace

- Please note that the new EPA for DTS L6 is different to the EPA that previous Apprentice's have completed/will be completing on the older DTS Standard

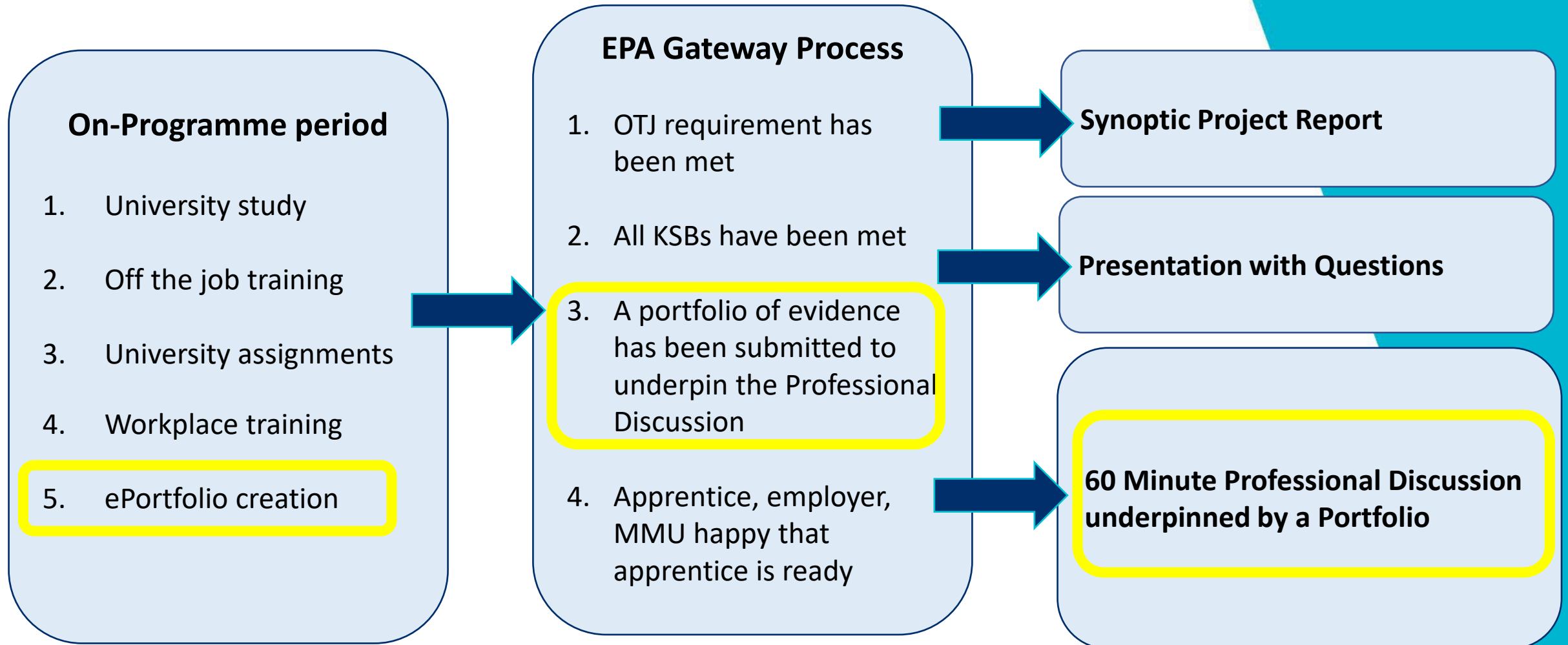# Your Apprentice's Journey to End Point Assessment

On-Programme period

1. University study

2. Off the job training

3. University assignments

4. Workplace training

5. ePortfolio creation

EPA Gateway Process

1. OTJ requirement has been met

2. All KSBs have been met

3. A portfolio of evidence has been submitted to underpin the Professional Discussion

4. Apprentice, employer, MMU happy that apprentice is ready

Synoptic Project Report

Presentation with Questions

60 Minute Professional Discussion underpinned by a Portfolio

Manchester Metropolitan University

Overall EPA Grading

- Performance in the EPA determines the overall grade of:

  - Fail

  - Pass

  - Merit

  - Distinction

Project Report with Presentation	Professional Discussion Underpinned by Portfolio	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Supporting EPA readiness in 2027

On-Programme period

1. University study

2. Off the job training

3. University assignments

4. Workplace training

5. ePortfolio creation

EPA Gateway Process

1. OTJ requirement has been met

2. All KSBs have been met

3. A portfolio of evidence has been submitted to underpin the Professional Discussion

4. Apprentice, employer, MMU happy that apprentice is ready

Synoptic Project Report

Presentation with Questions

60 Minute Professional Discussion underpinned by a Portfolio

A Professional Discussion: What is it?

- In the professional discussion, an Independent Assessor and Apprentice will have a formal two-way conversation

- This conversation will give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method

- Within the professional discussion *'the Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence'*

- Your assessor will be given access to your ePortfolio to review your evidence and supporting documentation 2 weeks before the assessment

Professional Discussion Themes

'The Professional Discussion must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade'

'The purpose of the independent assessor's questions will be to explore the following topics and themes'

THEME A: Underlying Principles
THEME B: Technical Solutions
THEME C: Innovation & Response
THEME D: Legal, Ethics & Landscape

Preparing Your Apprentice for their Professional Discussion

Each year we will set Apprentices KSB targets and ask them to collect evidence that demonstrates how they have met these KSBs. These have been carefully selected due to the Units your Apprentices will study and expectations of KSB development within the first year within a DTS professional role:

KSB	Theme	Description
K7	Theme A	The roles, functions and activities within digital technology solutions within an organisation.
K12	Theme A	The role of data management systems within Digital and Technology Solutions.
K13	Theme A	Principles of data analysis for digital and technology solutions.
S4	Theme B	Initiate, design, code, test and debug a software component for a digital and technology solution.
S10	Theme B	Initiate, design, implement and debug a data product for a digital and technology solution.
S11	Theme B	Determine and use appropriate data analysis techniques. For example, Text, Statistical, Diagnostic or Predictive Analysis to assess a digital and technology solutions.
B1	Theme D	Has a strong work ethic and commitment in order to meet the standards required.
B2	Theme D	Reliable, objective and capable of both independent and team working.
B4	Theme C	Commits to continuous professional development; maintaining their knowledge and skills in relation to developments in digital and technology solutions that influence their work.

Manchester Metropolitan University

Preparation: Reflection on Evidence (ROE)

Digital Technology Solutions Year 1 Reflection on Evidence

Description of Evidence Provided: *Brief description of how this evidence demonstrates your competency in this area of the standard.*

The full list of year 1 KSBs is provided at the end of this document. Please copy and paste the codes and their associated descriptions to the table below.

Please number all of your evidence separately.

Knowledge Code/s covered by this evidence	Knowledge Description covered by this evidence
e.g. K7	e.g. The roles, functions and activities within digital technology solutions within an organisation.
Skill Code/s covered by this evidence	**Skill Description covered by this evidence**
Behaviour Code/s covered by this evidence	**Behaviour Description covered by this evidence**

Let's take a look at the full document on Moodle

Preparation: Yearly KSB Trackers – Year 1

Year 1 KSB Evidence Tracker

Apprentice Name:

Apprentice ID:

Themes	KSB Code	KSB Description	Evidence Identifier (Document Title)	Date of collection	Use for final Portfolio (Yes/No)
A	K7	The roles, functions, and activities within digital technology solutions within an organisation	1. *e.g. K7: Project Briefing* 2. *e.g. 2023 Appraisal, 360 feedback form and manager feedback*	1. *e.g. 20/11/2023* 2. *e.g. 12/12/2023*	
A	K12	The role of data management systems within Digital and Technology Solutions			
B	K13	Principles of data analysis for digital and technology solutions.			
B	S4	Initiate, design, code, test and debug a software component for a digital and technology solution.			
B	S10	Initiate, design, implement and debug a data product for a digital and technology solution.			

Let's take a look at the full document on Moodle

EPA Preparation: Your Role

- We will be running sessions on the KSB targets for Year 1 Apprentices within Induction

- We will be asking that your Apprentice meets with you after Induction to discuss these targets and to identify opportunities for KSB development

- These targets and the KSB tracker will be discussed in the first review with your Apprentice and their Skills Coach

- We will set Apprentice's new targets each year so that they have a rich and varied portfolio of evidence for their End Point Assessment

- These KSBs must be met by Year 4 and so we want to encourage Apprentices to log evidence/examples throughout their journey

Preparing Your Apprentice for their Professional Discussion

What types of activity might your Apprentice be able to engage with in the workplace to develop these KSBs?

K7	**Theme A**	The roles, functions and activities within digital technology solutions within an organisation.
K12	**Theme A**	The role of data management systems within Digital and Technology Solutions.
K13	**Theme A**	Principles of data analysis for digital and technology solutions.
S4	**Theme B**	Initiate, design, code, test and debug a software component for a digital and technology solution.
S10	**Theme B**	Initiate, design, implement and debug a data product for a digital and technology solution.
S11	**Theme B**	Determine and use appropriate data analysis techniques. For example, Text, Statistical, Diagnostic or Predictive Analysis to assess a digital and technology solutions.
B1	**Theme D**	Has a strong work ethic and commitment in order to meet the standards required.
B2	**Theme D**	Reliable, objective and capable of both independent and team working.
B4	**Theme C**	Commits to continuous professional development; maintaining their knowledge and skills in relation to developments in digital and technology solutions that influence their work.

THE APPRENITCESHIP PROGRAMME

DIGITAL & TECHNOLOGY SOLUTIONS PROFESSIONAL

Qualification: BSc Digital & Technology Solutions and L6 Digital and Technology Solutions Professional Apprenticeship

Tech Industry Gold accredited

Date: 18th September 2023   **Duration:** 48 months

Delivery Model: Day Release during the academic year

Specialisms: IT Consultancy, Software Engineering, Data Analytics & Cyber Security, Software Engineering

Format:

- Assessments: essays, reports, group work, presentations, exams, in-class tests, portfolios and projects – lots of support with all of them
- Combination of lab sessions, lectures and tutorials
- One project-based unit relevant to the employer
- Final Portfolio

PROGRAMME STRUCTURE: SOFTWARE ENGINNER

Manchester Metropolitan University

	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	**Introduction to Business Systems** Role of info systems in business. Analyse requirements, develop suitable info system solutions — 30 CREDITS	**Database Fundamentals** Construction and usage of relational databases in an industry-standard system — 15 CREDITS	**Introduction to Programming** Using Java/Python/C# to solve simple problems. Design, implement solutions, test — 30 CREDITS	**Digital Technology in Organisations & Society** Critically evaluate the impact of technology on business and community, inc. ethics and legal — 15 CREDITS	**DTSP Professional Development** Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	**IT Project Management** Software systems: analysis, modelling, specification, design, implementation, testing and maintenance — 30 CREDITS	**Computer Networks and Security** Architecture of wired/wireless networks, structure of the internet, security — 15 CREDITS	**Introduction to Web Development** Client-side web development. Design and create standards-based, accessible websites — 15 CREDITS	**Advanced Programming** Document/test existing code, creating applications using a variety of libraries, tools, design patterns and techniques — 30 CREDITS	**DTSP Professional Development** Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	**Full Stack Web Development** Client-side and server-side web development languages, platforms, tools and tech — 15 CREDITS	**Software Design and Architecture** Study standard architectures and designs to solve software problems — 30 CREDITS	**Operating Systems** Theory, practice, structure and organisation of computational operating systems. Study of associated problems — 15 CREDITS	**Enterprise Programming** Build enterprise-level applications using programming techniques — 30 CREDITS	**DTSP Professional Development** Pathway-specific masterclass
YEAR 4	**Software Testing & Quality Assurance** Contemporary software verification and testing tools and techniques — 30 CREDITS	**Synoptic Project** A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. — 30 CREDITS		**Reflective Practice for Digital and Technology Professionals** Evidence of meeting knowledge, skills and behaviours — 30 CREDITS	Level 4 / Level 5 / Level 6

PROGRAMME STRUCTURE: DATA ANALYST

Manchester Metropolitan University

	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	**Introduction to Business Systems** — Role of info systems in business. Analyse requirements, develop suitable info system solutions — 30 CREDITS	**Database Fundamentals** — Construction and usage of relational databases in an industry-standard system — 15 CREDITS	**Introduction to Programming** — Using Java/Python/C# to solve simple problems. Design, implement solutions, test — 30 CREDITS	**Digital Technology in Organisations & Society** — Critically evaluate the impact of technology on business and community, inc. ethics and legal — 15 CREDITS	**DTSP Professional Development** — Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	**IT Project Management** — Software systems: analysis, modelling, specification, design, implementation, testing and maintenance — 30 CREDITS	**Computer Networks and Security** — Architecture of wired/wireless networks, structure of the internet, security — 15 CREDITS	**Data Visualisation and Dashboard Design** — Basics of visual perception and understand how design decisions impact perception — 15 CREDITS	**Maths for Data Science** — Fundamental maths of data science and analytics — 30 CREDITS	**DTSP Professional Development** — Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	**Advanced Relational Databases** — Advanced SQL including non-table structures and using advanced concepts in queries — 15 CREDITS	**Python for Data Science** — Use of packages like pandas, numpy, scipy, etc. Use real-world data sets to apply data wrangling and cleaning — 30 CREDITS	**Data Science Ethics** — Ethical and legal issues including GDPR. Ethical issues when gathering, storing and analysing data, bias, etc. — 15 CREDITS	**Machine Learning** — Types of problems and algorithms. Apply algorithms with Python. Learn techniques such as feature selection — 30 CREDITS	**DTSP Professional Development** — Pathway-specific masterclass
YEAR 4	**Unstructured Data** — Techniques for handling and learning from unstructured data. Non-relational models and database management — 30 CREDITS	**Synoptic Project** — A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. — 30 CREDITS		**Reflective Practice for Digital and Technology Professionals** — Evidence of meeting knowledge, skills and behaviours — 30 CREDITS	

Level 4
Level 5
Level 6

PROGRAMME STRUCURE: CYBER SECURITY

Manchester Metropolitan University

	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	**Introduction to Business Systems** Role of info systems in business. Analyse requirements, develop suitable info system solutions — 30 CREDITS	**Database Fundamentals** Construction and usage of relational databases in an industry-standard system — 15 CREDITS	**Introduction to Programming** Using Java/Python/C# to solve simple problems. Design, implement solutions, test — 30 CREDITS	**Digital Technology in Organisations & Society** Critically evaluate the impact of technology on business and community, inc. ethics and legal — 15 CREDITS	**DTSP Professional Development** Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	**IT Project Management** Software systems: analysis, modelling, specification, design, implementation, testing and maintenance — 30 CREDITS	**Computer Networks and Security** Architecture of wired/wireless networks, structure of the internet, security — 15 CREDITS	**Security Fundamentals** Core concepts of computer security inc. cryptography, malware, hacking, basic attacks and mitigations — 15 CREDITS	**Penetration Testing and Vulnerability** Process of a penetration test inc. designing and setting scope to resolve vulnerabilities — 30 CREDITS	**DTSP Professional Development** Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	**Advanced Networks** Theoretical and practical operation of computer networks — 15 CREDITS	**Security Governance, Policy and Audit** Critical aspects of cyber security including ethics, legislation and policy — 30 CREDITS	**Incidence Response** Monitor servers and respond to data attacks and data breaches. Techniques for detecting network-based intrusions — 15 CREDITS	**Applied Cryptography & Information Security** Understanding cryptography and how this is applied to information security — 30 CREDITS	**DTSP Professional Development** Pathway-specific masterclass
YEAR 4	**Emerging Issues in Security, Privacy and Forensics** Technical and societal issues posed by emerging technology — 30 CREDITS	**Synoptic Project** A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. — 30 CREDITS		**Reflective Practice for Digital and Technology Professionals** Evidence of meeting knowledge, skills and behaviours — 30 CREDITS	Level 4 / Level 5 / Level 6

PROGRAMME STRUCTURE: IT CONSULTANCY

Manchester Metropolitan University

	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	**Introduction to Business Systems** — Role of info systems in business. Analyse requirements, develop suitable info system solutions — 30 CREDITS	**Database Fundamentals** — Construction and usage of relational databases in an industry-standard system — 15 CREDITS	**Introduction to Programming** — Using Java/Python/C# to solve simple problems. Design, implement solutions, test — 30 CREDITS	**Digital Technology in Organisations & Society** — Critically evaluate the impact of technology on business and community, inc. ethics and legal — 15 CREDITS	**DTSP Professional Development** — Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	**IT Project Management** — Software systems: analysis, modelling, specification, design, implementation, testing and maintenance — 30 CREDITS	**Computer Networks and Security** — Architecture of wired/wireless networks, structure of the internet, security — 15 CREDITS	**Emerging Technologies** — Analyse emerging trends and developments. How technology impacts organisations and their stakeholders — 15 CREDITS	**Customer Lifecycle Management** — Importance of CRM. Improving business performance using digital technologies — 30 CREDITS	**DTSP Professional Development** — Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	**Operations Management** — Critical evaluation of the impact of organisational strategy on goals and performance — 15 CREDITS	**Business Analytics** — Tools/techniques for modelling, analysing, evaluating and solving business problems to enhance business performance — 30 CREDITS	**Technology Ethics** — Promote reflection and analysis of ethical questions around the development, adoption and use of IT — 15 CREDITS	**IT Consultancy** — Principals of management consultancy with a focus on information systems projects — 30 CREDITS	**DTSP Professional Development** — Pathway-specific masterclass
YEAR 4	**Strategic Information Systems** — Evaluate organisational need for information systems to improve performance — 30 CREDITS	**Synoptic Project** — A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. — 30 CREDITS		**Reflective Practice for Digital and Technology Professionals** — Evidence of meeting knowledge, skills and behaviours — 30 CREDITS	

Level 4
Level 5
Level 6

Trimester 1

Introduction to Business Systems (30)
Overview: The unit introduces the role of information systems in organisations, giving students the opportunity to analyse organisational requirements and develop suitable information system solutions.
Assessment: MCQ (An individual multiple-choice quiz/test based on academic theory), Report (A group written report describing the project, max 4000 words.)

Database Fundamentals (15)
Overview: This unit introduces students to the use of the relational model to structure data for efficient storage and retrieval. Students will gain practical experience in the construction and usage of relational databases in an industry-standard relational database management system.
Assessment: Portfolio (Learners will create/analyse database designs and manipulate/query databases using SQL. Industry-standard techniques will be used throughout.)

Dr Beryl Burns - Unit Leader

Dr Andrew Schofield - Unit Leader

Trimester 2

Introduction to Programming (30)

Overview: This unit introduces computer programming in a high-level programming language, developing your skills in problem-solving, program design, solution implementation and testing. You will learn fundamental programming principles, and how you can combine standard techniques to solve simple problems using computer software. You will gain practical experience in developing software using industry-standard programming tools in a variety of scenarios.

Assessment: 50% Report 50% Software Artefact

Dr Matthew Shardlow – Unit Leader

Digital Organisations and Society (15)

Overview: Businesses today operate in a dynamic, complex and highly integrated digital environment. This unit will challenge students to critically evaluate the impact of digital technology on contemporary businesses and their wider community. The unit will cover issues from the perspective of a simple business to the global business community touching on topics such as ethics and legal issues.

Assessment: Report (Students will be required to submit a 2,500-word report critically analysing the impact of a selected digital technology on one business organisation and its stakeholders.)

Dr Maksym Koghut – Unit Leader

SUPPORT AT MANCHESTER MET

Skills Coach Support

- Each apprentice is assigned a dedicated Skills Coach who conducts quarterly tripartite reviews with their apprentice and their line manager to monitor progress and set workplace and KSB related targets

- Line Manager attendance at reviews is an ESFA requirement

- Point of contact for apprentice and line manager

- Pastoral support and guidance

- Support and preparation for end-point assessment

- Support the development of the apprentice's portfolio

- Lead professional development and skills workshops

Review 1
Sept - Dec

Review 2
Jan - March

Review 3
March - June

Review 4
June - August

Skills Coach Support

Manchester Metropolitan University

My skills coach was brilliant in talking me through what I need to prioritise and how to structure my workload. The help from the University and Programme Leads has also been brilliant and supportive.

The skills coaches had regular review meetings with me where they made sure I was coping with the workload and checked in on how I was getting on. **Having these wellbeing checks ups was useful and provided the opportunity to talk through any concerns.**

As a degree apprentice, **I had all the same support offered as an undergraduate student** – I was able to attend additional study skill workshops, which Stateside Foods encouraged all apprentices to attend. In fact, degree apprentices gain additional support: from their skills coaches who visit you in the workplace.

I would say the most challenging part of being a degree apprentice is time management. It is easy to find yourself getting consumed in a project at work, leaving your assignment to the last minute but **with support from my manager and skills coach I am slowly finding that perfect balance of work and university**

Support at Manchester Met

Manchester Metropolitan University

Disability Advisers

- Assess student need
- Draw up appropriate personal learning plans
- Facilitate applications for Disabled Students' Allowances
- Work with academic depts. to ensure support requirements are met

Academic and Study Skills Tutors

- One-to-one study skills support
- Academic and study skills workshops/webinars/online support
- Bespoke, in-curricular sessions for programmes
- Support for students with specific learning difficulties

Student Wellbeing Advisers

- Professional wellbeing support for students with low to moderate mental health and anxiety issues
- A triage service to identify students who need more specialist support
- A proactive approach to wellbeing
- Support for students with specific learning difficulties

MMU Sport

- Free Sport and Fitness Classes via Active Campus
- Varied sports clubs to join
- Gyms and Facilities (including Manchester Aquatics Centre)

Student Experience Officers

Support the development of learning communities by:
- Organising induction activities
- Helping with student societies
- Developing and maintaining peer mentoring and social media platforms
- Promoting student surveys

Student Hub Services Student Advisors

Non-academic related queries including:
- Student finance and Met Card queries
- Exceptional factors claims support
- Support for student engagement
- Personal emergency evacuation plans
- Referral to specialist services

Counsellors and Mental Health Advisers

- One-to-one and group-based counselling
- Management of students with high risk and complex mental health conditions
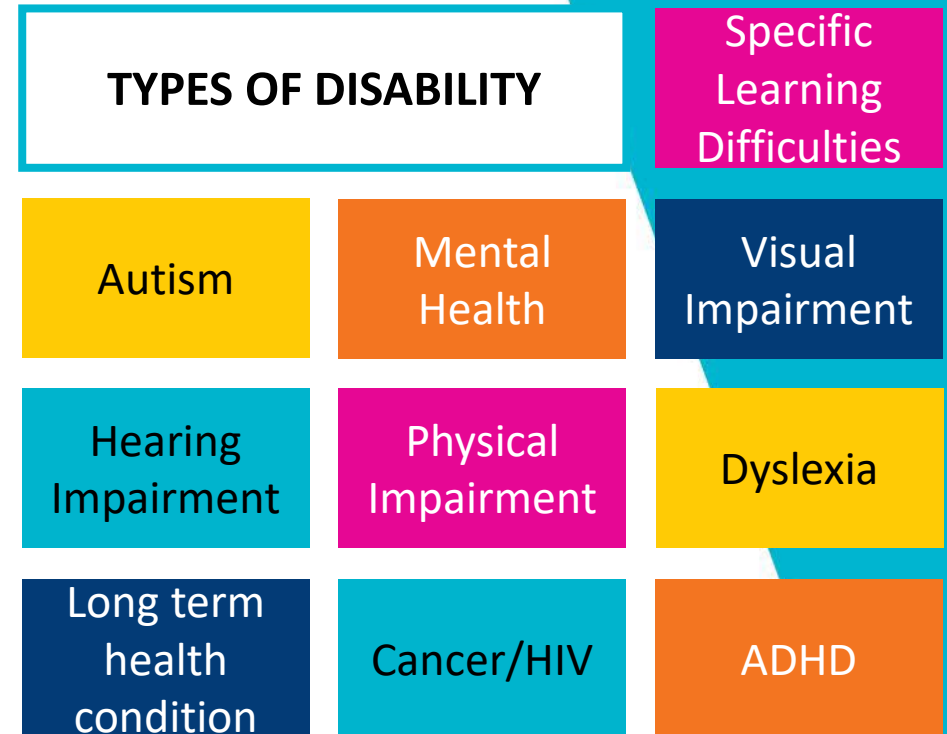- Liaison with NHS and other external therapeutic providers

Chaplaincy

- Chaplains provide support to students of faith but also of no faith
- Access to Volunteering Schemes and activities that provide development and support opportunities
- New chaplaincy spaces, including refurbished Muslim Prayer Rooms

Disability support

Support available for **apprenticeship students with a disability:**

- **Personal Learning Plan** documenting any adjustments you need in exams and assessments
- **Funded support available** for equipment, assistive software and additional 1:1 support whilst at university
- **Free screenings** for dyslexia and specific learning difficulties

TYPES OF DISABILITY		Specific Learning Difficulties
Autism	Mental Health	Visual Impairment
Hearing Impairment	Physical Impairment	Dyslexia
Long term health condition	Cancer/HIV	ADHD

ACADEMIC STUDY SKILLS

Study Skills Workshops, examples include:
- Critical Writing
- Preparing for Exams
- Note Taking
- Referencing
- Time Management
- Finding Academic Resources
- Reflective Writing

Writing Feedback – individual support on assignment structures

Numeracy Support

Short Courses:
- The Writing Project
- The Critically Project
- Essentials for Post Graduate Study

OFF THE JOB TRAINING, ATTENDANCE, SAFEGUARDING, CONFIDENTIALITY AND DEGREE AWARDS

WHAT IS OFF-THE-JOB?

The Education and Skills Funding Agency has determined any apprentice must undertake at least **6 hours per week** of off-the-job (OTJ) training during their apprenticeship.

OTJ is defined as

*" training received by the Apprentice, **during the Apprentice's regular working hours**, for the purposes of achieving their apprenticeship.*

It needs to be directly relevant to the Apprenticeship Standard teaching new knowledge, skills and behaviours required to reach competence in the particular occupation"

Can be delivered **flexibly.**
For example: as a part of each day, one day per week, one week out of five or as block release

WHAT DOES OFF-THE-JOB MEAN?

- In order to achieve the apprenticeship, apprentices must complete and record off-the-job training.

- This means undertaking a learning activity which is different from what you do during your normal role.

- For the activity to be classed as off-the-job training, they will need to develop skills or learn something new.

- The activity needs to be specifically linked to the knowledge, skills and behaviours (KSBs) outlined in the apprenticeship standard.

GOOD EXAMPLES OF OTJ TIME
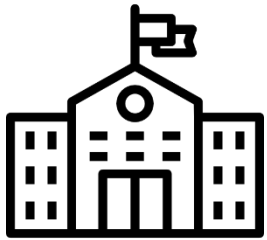
University attendance

Online learning/study

Completing assignments
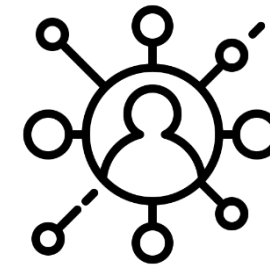
Reading and research
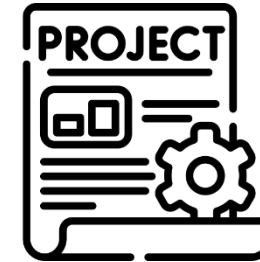
Projects

Shadowing and mentoring

Relevant/ mandatory training

Study skills
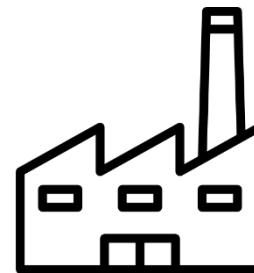
Industry visits

Outreach activities

E-PORTFOLIO

All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio.

On the E-Portfolio you can view:

- Portfolio progress
- Review Skills Scans
- Upload and check evidence
- Read and sign-off reviews
- Monitor Off The Job progress

In the coming weeks, you will be sent log-in information and a user guide

If you have any issues using the system, or any issues with your login credentials please contact **telapprenticeship@mmu.ac.uk**

ATTENDANCE POLICY

- Apprentices are reminded that their time at University is a working day, for which they are paid, so we expect full attendance.

- For each session they attend, apprentices must register their University ID card against the card reader, which will record their attendance.

- If apprentices are absent from University, they must log their absence and reason for this our systems

- They are reminded that this information will be shared with their employer

- Wherever possible, please do not approve annual leave during University time as you apprentices will miss a considerable amount of learning, for which they will need to catch up on

SAFEGUARDING APPRENITCES

Manchester Metropolitan has a duty of care to safeguard **ALL** apprentices

- We have robust safeguarding procedure in place to protect our apprentices

- Our staff are regularly trained on how to identify, support and deal with safeguarding concerns

- Employers must be aware of how to keep their apprentices safe, please familiarise yourselves with our Safeguarding Apprentices handbook on our employer webpage

SAFEGUARDING APPRENTICES
INFORMATION FOR EMPLOYERS

Support with:
Well-being and mental health issues.
Physical health, including long term illness.
Sexual harassment and sexual misconduct
Online safety
Domestic abuse
Bullying in the workplace
Misuse of substances

CONFIDENTIALITY IN ASSESSMENTS

We take confidentiality very seriously.

- Standard declaration form that student puts on the front of assessment

- NDA is small number of cases

- Follow Company Policies Carefully

Line Managers must read through their apprentice's piece of work before submission to check that they have followed your organisations guidelines

DEGREE CLASSIFICATIONS

Classification	Percentage
1st	70% and above
2:1	60%
2:2	50%
3rd	40%
Fail	Below 40%

Unit level	Final classification weightings	
	Either	*Or*
4	(Note: must pass and progress all level 4 units)	
5	25%	
6	75%	100%

ROLE OF THE MANAGER/MENTOR
Hints and tips

ROLE OF THE MANAGER

Managers have an important role to play in ensuring apprentices are supported and have the right environment to succeed on the apprenticeship programme.

Managers should:

- Be responsible for supervising and managing day-to-day work.
- Incorporate apprenticeship progression into any internal development reviews.
- Secure protected time for the apprenticeship (average of 6 hours per week min).
- Support the review process. Before the review consider: progress; development; positive and/or constructive feedback.
- Prioritise attendance at reviews, this is a funding requirement
- Help to balance workload (especially around back to-back units and deadlines).
- Support the completion of the EPA portfolio.

Where possible please do not approve annual leave during University time

ROLE OF THE MENTOR

Some organisations are also provide **mentors** to provide additional support. If you're not able to provide a mentor, Line Managers will also be required to provide following support:

- Contextualisation theory and how it relates to the workplace
- Meet with their mentee regularly (fortnightly)
- Open doors and facilitate wider learning
- Observe and provide feedback on practice
- Understand the apprenticeship standard
- Support the completion of the EPA portfolio

TIPS

- **Get comfortable with the Standard and KBSs**
- **Ensure good communication**
  - Arrange regular one-to-ones to monitor progress.
  - Make sure they tell you when reviews are scheduled for and any deadlines they are working to. Recognise pinch-points early.

- **Share your expertise**
  - Talk to them about shadowing and other work-based development opportunities.
  - Facilitate learning in other areas of the organisation.

- **Support apprentice** to gather effective evidence.

- **Work hand-in-hand with Skills Coach**
  - Ensure your apprentice accesses the support available

Manager/Mentor role summary
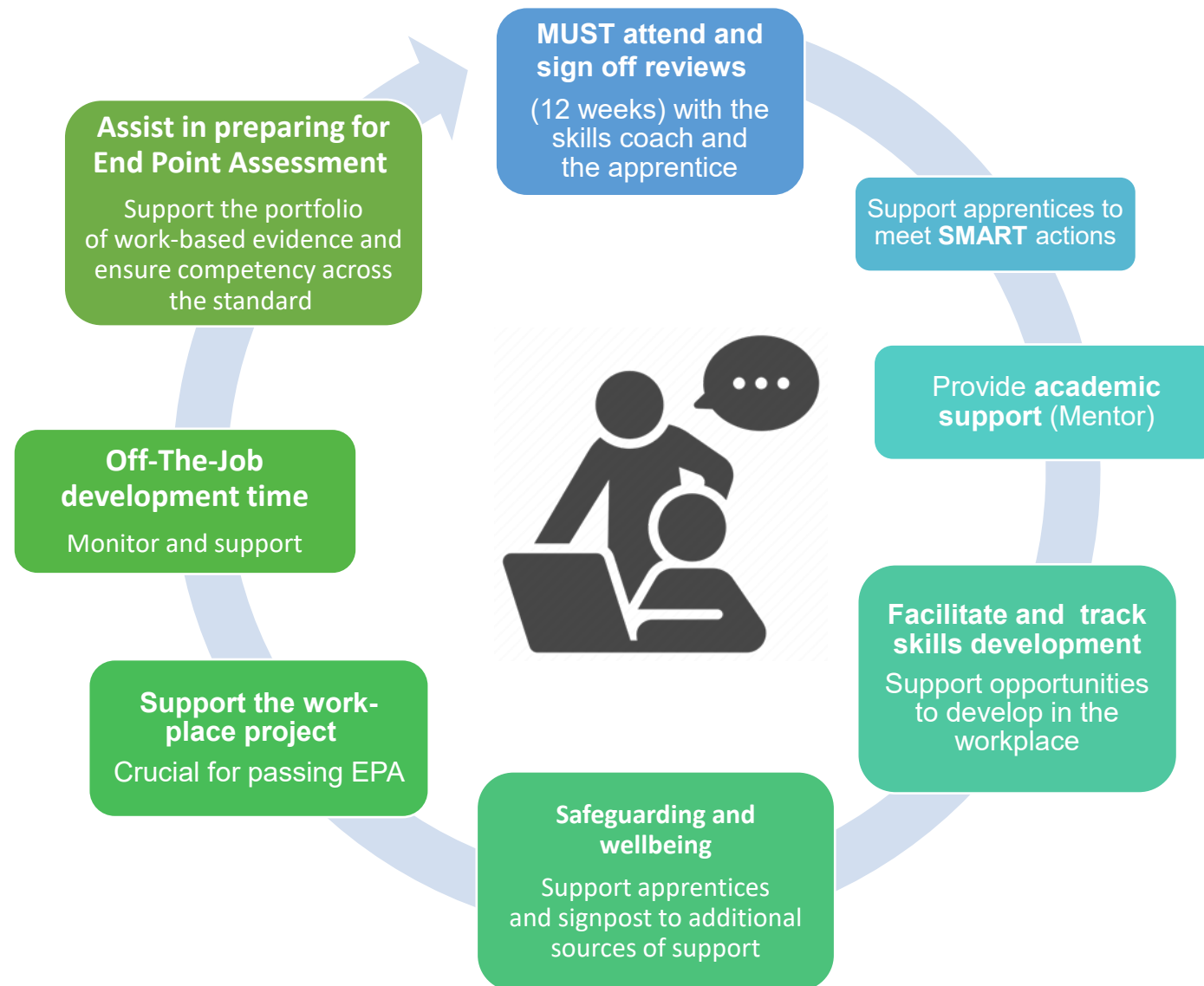
Employer Advisory Boards

Employer Advisory Board
- Meet three times per year
- Employer feedback around programme delivery and development – critical for this programme
- Also supported with student feedback
- Dates set at the beginning of the year, supporting information sent one month prior.

Proposed dates:
- Early December – online
- Mid April – face to face?
- Early July – online

Please email h.cooney@mmu.ac.uk if you would like to be part of our advisory board.

GOOD LUCK!

We're excited to follow your apprentices journey through to graduation.

QUESTIONS

?

Email: apprenticeships@mmu.ac.uk
Twitter: @MMUApprentice
Linkedin: Degree Apprenticeships at Manchester
Metropolitan University
Facebook: @MMUApprenticeships