

# 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: Year 2
- Support for Apprentices
- Off the Job Training
- Line Manager and/or Mentors Role
- Q & A



# INTRODUCTIONS

- Who you are and where you work
- What has worked well in first year?
- What could have been better?





**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](https://www.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](#)



*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.*



# RATEMYAPPRENTICESHIP

TOP UNIVERSITY 2019, 2020, 2021, 2022 & 2023

- Manchester Met named the UK's top rated university provider for degree apprenticeships for 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](https://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

★ RATEMYAPPRENTICESHIP



# 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 national average of 22% reported by the Office for Students (2020)
- 110+ of our apprentices have been recognised at regional or national awards
- 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

# 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)

# THE APPRENTICESHIP STANDARD

# 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 a knowledge, skills or behaviour.

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

# THE APPRENTICESHIP STANDARD: THE IMPORTANCE OF KSBs

- By the end of the programme your Apprentice must have demonstrated that they have met all of the KSBs on the DTS Apprenticeship Standard to be awarded their Degree Apprenticeship
- They will demonstrate that you have met KSBs through:
  - ✓ University Assignments
  - ✓ Workplace experiences (discussed in Review Meetings with Skills Coaches)
  - ✓ Evidence uploaded to your ePortfolio
  - ✓ **Their End Point Assessment (EPA)**

# Your Apprentice's Journey to DTS L6 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. PWP is up to date with evidence
4. Apprentice, employer, MMU happy that apprentice is ready

**Presentation on Work-Based Synoptic Project**

## Short Professional Discussion

to test the apprentice's **understanding of their work** and their competency against the **knowledge, skills and behaviours**

# PATHWAY KSBs

- Last year, your Apprentice and Skills Coach will have focused on the CORE knowledge, skills and behaviours areas of the Apprenticeship Standard
- Your Apprentice will have worked with you to pick a specialism and so they will now be expected to develop and demonstrate pathway specific KSBs:

[IT Consultancy KSBs](#)

[Software Engineering KSBs](#)

[Data Analytics KSBs](#)

[Cyber Security KSBs](#)



# YEAR 2 KSB TARGETS:

## PREPARING YOUR APPRENTICE FOR THE PROFESSIONAL DISCUSSION



**CB3**

Able to deal with different, competing interests within and outside the organisation with excellent negotiation skills.

**CB4**

Is able to identify the preferences, motivations, strengths and limitations of other people and apply these insights to work more effectively with and to motivate others.

**CB8**

Able to put forward, demonstrate value and gain commitment to a moderately complex technology-oriented solution, demonstrating understanding of business need, using open questions and summarising skills and basic negotiating skills.

***What types of workplace activity might your Apprentice be exposed to that will help them develop and discuss these KSBs in their professional discussion?***

# THE APPRENTICESHIP PROGRAMME

# DIGITAL & TECHNOLOGY SOLUTIONS PROFESSIONAL

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

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

**Delivery Model:** Day Release

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




## **Format:**

- Nine taught units, including one elective
- Combination of lab sessions, face to face teaching & tutorials
- Two project-based units relevant to Employer
- Final Portfolio

## **Entry Requirements:**

104 UCAS points or substantive experience – non-standard entry route

# PROGRAMME STRUCTURE: CORE UNITS

<h3>Introduction to Programming</h3>  <p>Develop structured programs in</p>	<h3>Introduction to Business Systems</h3>  <p>The role of information systems in organisations, analysing requirements and developing solutions</p>	<h3>Introduction to Web Development</h3>  <p>Build web pages using HTML, JavaScript and CSS</p>	<h3>Computing Fundamentals</h3> <p><b>Databases, SQL, simple networking and security</b></p>
<h3>Technology Management</h3> <p><b>IT Management and professional issues, arising from managing a portfolio system and infrastructure</b></p>	<h3>Portfolio Assessment</h3> <p>Professional portfolio documenting personal development as an IT Professional</p>	<h3>Synoptic Project</h3> <p>Large work-based project relating to Pathway choice combining K.S.B of the Standard</p>	<h3>Elective Unit</h3> <p>UXD, Developing a Digital Business, Information and Network Security, Data Engineering, Mobile App Dev</p>

# PROGRAMME STRUCTURE: SPECIALIST UNITS

## PATHWAY

### IT Consultant

**Customer Lifecycle Management,** Web Design and Development, Business Intelligence and Strategy, Technical Business Consultancy Project

### Data Analytics

**Statistics and Visualisation,** Advanced Databases, Data Analytics, Data Analytics Project

### Software Engineering

**Advanced Programming,** Computer Networks and Operating Systems, Enterprise Programming, Development Project

### Cyber Security

**Cyber Security Fundamentals,** Computer Networks and Operating Systems, Security Auditing and Response, Cyber Security Project

# YEAR 2: UNIT ORDER

**Trimester 1 Units  
(4hrs/day)**

Computing Fundamentals

**Trimester 2 Units  
(4hrs/day)**

Specialist Pathway Unit

**Trimester 1 & 2  
(2hrs/day)**

Technology Management

# CORE UNIT: TECHNOLOGY MANAGEMENT

This unit examines the management issues that arise from managing an IT portfolio consisting of desktop provision, infrastructure, maintenance of core systems and project-based development.

## Content Includes:

- IT Management
- Life cycle management, support, outsourcing, reporting and auditing
- Support models, customer service and communications, ITIL.
- Change control/management.
- Software Development - methodologies for development
- Project Management
- Leadership, team management, team development
- Ethical issues - professional codes of conduct
- Discrimination Act, energy use, recycling
- Licencing, data security/data protection



Dr Richard Dron

## Assessment (subject to slight modifications):

Students will submit two portfolios (one per trimester) comprising a series of summary reports with respect to exercises on specified aspects of technology management.

# COMPUTING FUNDAMENTALS

This unit will examine databases and networks which form part of the core fundamentals that enable modern business computing.

## Content includes:

- Database system: Creation of Database queries using SQL
- The role of transactions, and approaches to database modelling and normalisation
- Computer Architecture (CPU, memory, disk, I/O), Number Systems, Digital Logic, Logic Circuit Design
- Networks: network topologies, network technologies and protocols, design and implementation issues, organisational computer security.



Dr Andrew Schofield

## Assessments (subject to slight modifications):

Students will (1) submit a technical report documenting the work done designing and developing a database (2) sit a computer-based quiz and (3) present an essay reporting on research and systems design conducted on a company's network and security requirements



# SOFTWARE ENGINEERS: ADVANCED PROGRAMMING

This unit covers concepts relating to advanced object-oriented program design, the use of framework libraries, web servers and mobile application development.

## Content Includes:

- Object-oriented programming, interfaces, collections, exception handling, stream-based file input/output, graphical user interfaces (GUI), graphics, threads and design patterns.
- Use of an integrated development environment (IDE) for producing different project types including desktop, web server (e.g. Java servlet) and mobile applications. Use of modern technologies and framework libraries.
- Implementation of a UML diagram
- Mobile application development, mobile development toolkits, UI implementation, web server interactions, location awareness#.

## Assessments:

This is a programming-based coursework assignment where students will be asked to design, develop and test a software solution to meet a real-world specification using object-oriented programming concepts.



Dr Kris Welsh

# DATA ANALYSTS: STATISTICS AND VISUALISATION

This unit provides an introductory course in data analysis for non-mathematics/statistics undergraduates. It covers fundamentals of descriptive statistics, data modelling, visualisation and application of these techniques in a business context.

## Content Includes:

- Data presentation and data visualisation
- Pivot tables and Dashboards
- Data inspection and cleaning
- Histograms
- Probability
- Continuous distribution
- Statistical Applications
- Sampling distribution and Data Modelling and Optimisation



Dr Asad Fayyaz

## Assessments:

Students will submit (1) a report employing advanced analytical techniques and (2) an individual presentation based on data for a particular business scenario.

# IT CONSULTANTS: CUSTOMER LIFECYCLE MANAGEMENT

This unit will allow students to consider the principles and practice of customer information management to improve business performance and use customer insight for the development of communications approaches.

## Content Includes:

- How customer information is used to support the organisation
- The evolution to electronic CRM and social CRM
- Strategic roles for CRM: marketing strategy, sales, and customer service
- Customer information management
- Ethical marketing and a critical review of marketing
- Customer insight
- The Sales Funnel



Dr Salihu Dasuki

## Assessments:

A portfolio that contains a report that explains and justifies the design of a customer relationship process utilising a customer loyalty programme and the creation of a web presence.

# CYBER SECURITY: COMPUTER SECURITY FUNDAMENTALS

This unit aims to introduce students to the fundamental concepts of computer security. The unit covers a broad range of topics and develops the pre-requisite technical and practical skills for future units on the Cybersecurity pathway. Key concepts, procedures and practices are introduced to give context to how the skills and techniques developed in this unit are applied in the workplace.

## Content Includes:

- Security principles (Confidentiality Integrity Availability)
- Use of industry-standard encryption techniques
- Vulnerabilities, threats, risks
- Python scripting
- Linux command line tools
- Attack taxonomy and Mitigation approaches

## Assessment:

Students will (1) develop, implement and document a strategy for ensuring the confidentiality of data at rest and in motion, using standard encryption algorithms and (b) I review a taxonomy of attacks, and rank them in terms of their applicability to their place of work, taking account of both generic and specific threats to their place of work.



Dr Thomas Martin

# SUPPORT AT MANCHESTER MET

# TRIPARTE REVIEWS

- 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
- It is an ESFA requirement that line managers attend reviews
- Reviews must be signed off in a timely manner, which is also a requirement
- Please consider positive and constructive feedback before the review and ideas for improving/stretching apprentices
- Reviews may be recorded



Review 1

Sept - Dec



Review 2

Jan - March



Review 3

March - June



Review 4

June - August

# Skills Coach Support

**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 check 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

## 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

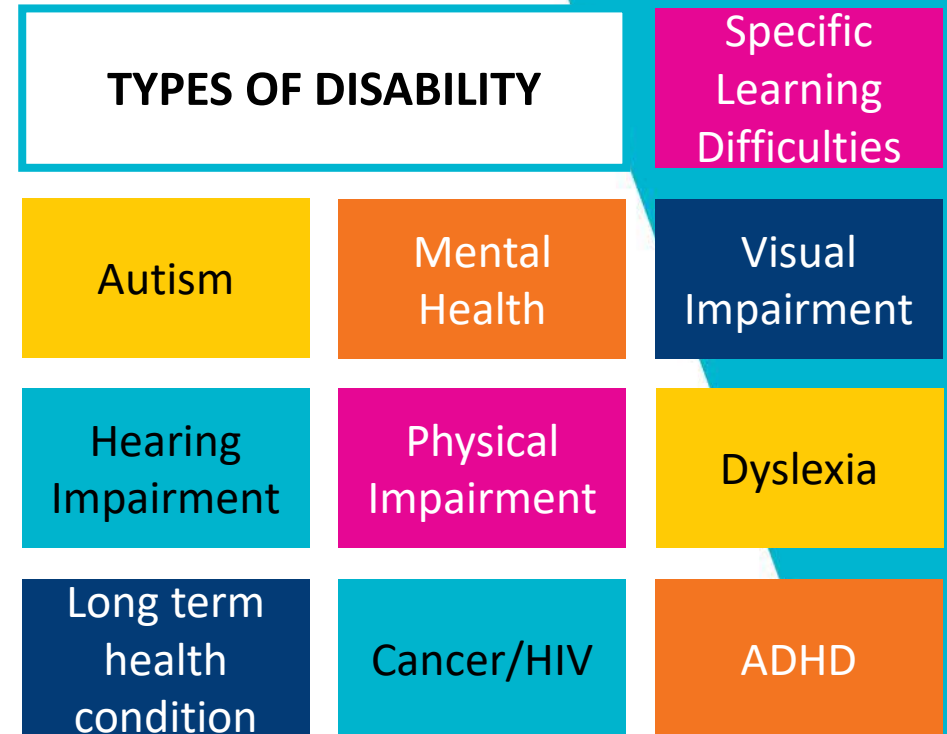
- Chaplains provide support to students of faith but also of no faith
- Access to Volunteering Schemes and activities that provide development and support opportunities
- New chaplaincy spaces, including refurbished Muslim Prayer Rooms



# 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



# 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”*



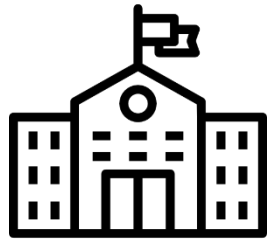
Can be delivered **flexibly**.  
For example: as a part of each day,  
one day per week, one week out  
of five or as block release

# 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, you 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



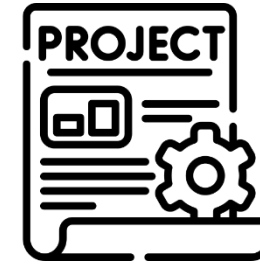
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects



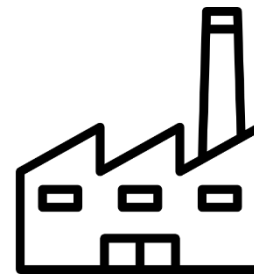
Shadowing and  
mentoring



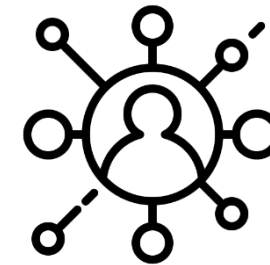
Relevant/  
mandatory  
training



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](mailto: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 APPRENTICES

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 your organisations confidentiality policy 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%
3 <sup>rd</sup>	40%
Fail	Below 40%

Unit level	Final classification weightings	
	<i>Either</i>	<i>Or</i>
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**

# 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

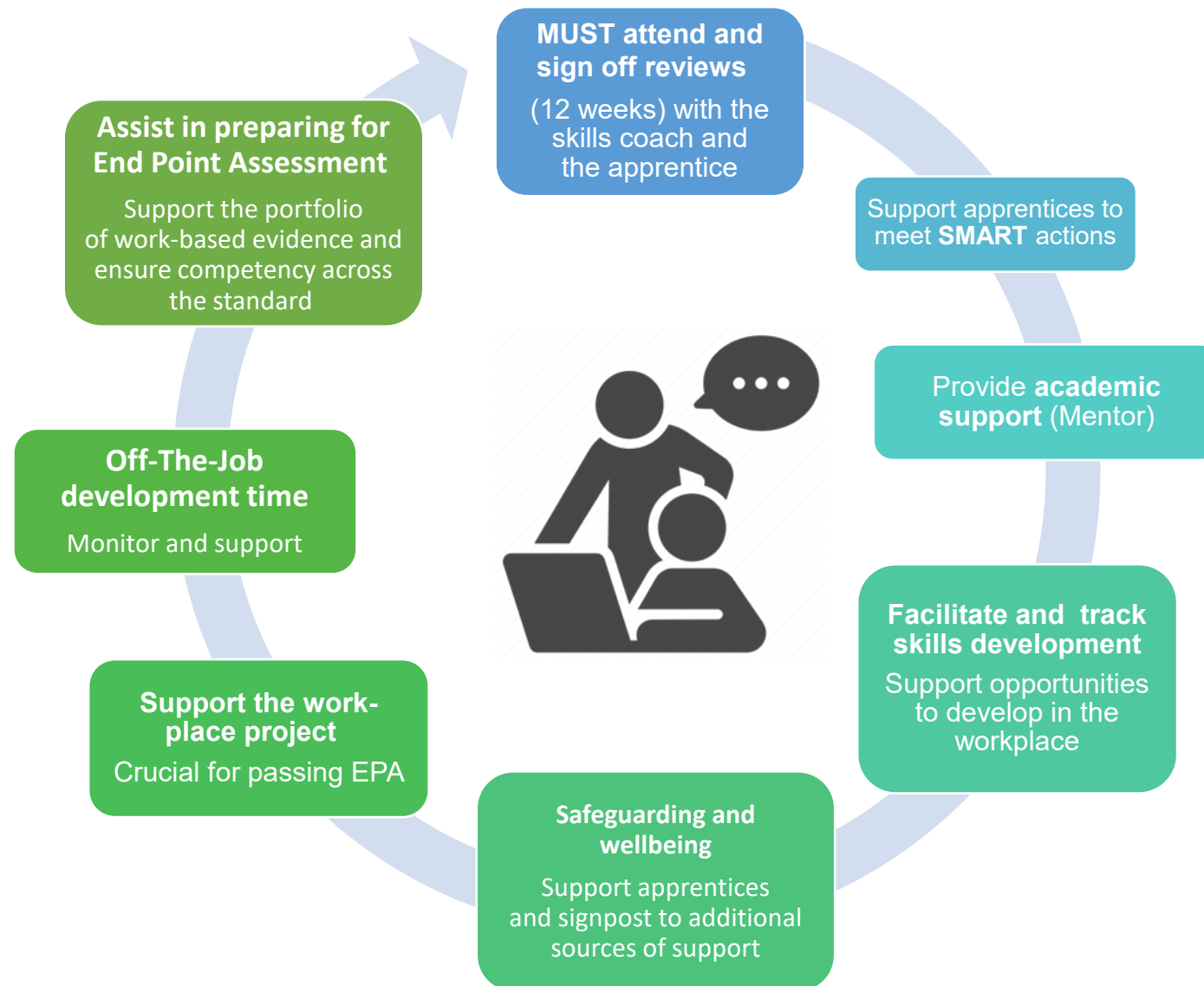
# ROLE OF THE MENTOR

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



# Manager/Mentor role summary





# Employer Advisory Boards

## Employer Advisory Boards

- 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.

## Preferences

- Online vs Face to face
- Time of day preference. Breakfast meeting?
- Communication preferences

## Proposed dates:

- Early December – online
- Mid April – face to face?
- Early July – online

# GOOD LUCK!

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



# QUESTIONS



**Email:** [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)

**Twitter:** [@MMUApprentice](https://twitter.com/MMUApprentice)

**LinkedIn:** Degree Apprenticeships at Manchester  
Metropolitan University

**Facebook:** [@MMUApprenticeships](https://www.facebook.com/MMUApprenticeships)