

Digital and Technology Solutions Specialist at Manchester Met

Jess East: Programme Manager

Dr Paul Flanagan: Skills Coach

Hayley Cooney: Apprenticeship Development Manager



Ofsted
Outstanding
Provider

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](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



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

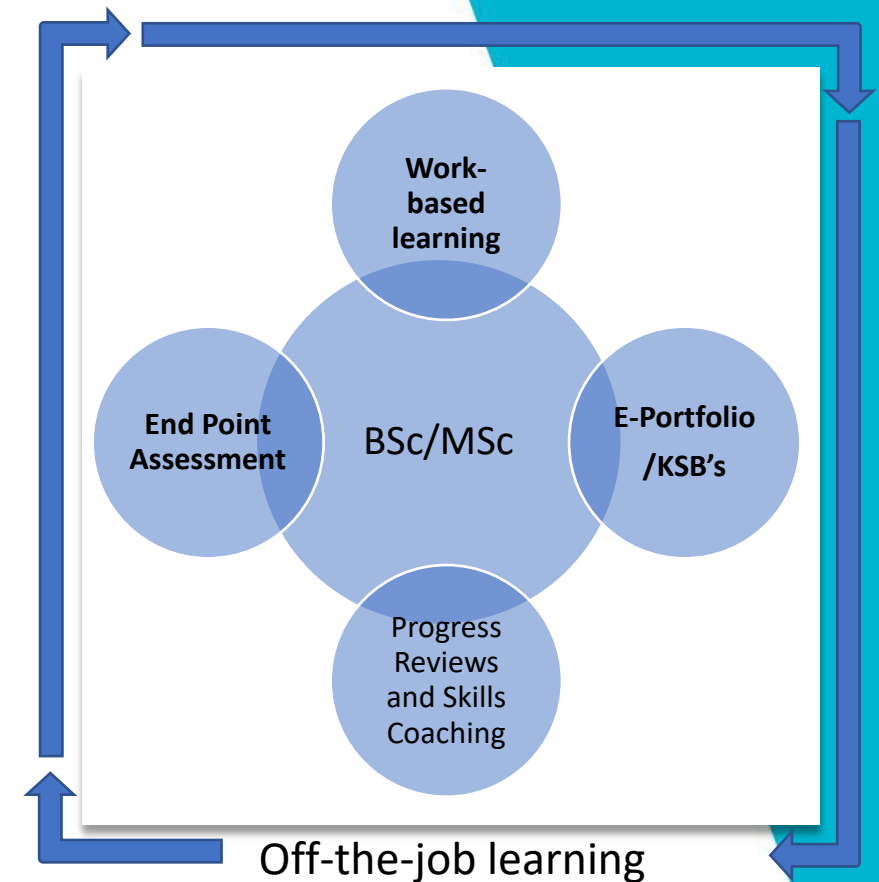
OUR SUCCESS PARTNERS



THE APPRENTICESHIP STANDARD

WHAT IS A DEGREE APPRENTICESHIP?

- A job with training, like any other apprenticeship
- Training delivered via 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



THE APPRENTICESHIP STANDARD: DIGITAL AND TECHNOLOGY SOLUTIONS SPECIALIST

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

Example Core Knowledge

CK2

The principles of business transformation and how organisations integrate different management functions in the context of technological change.

CK3

The role of leadership in contemporary technology based organisations.

CK4

Own employer's business objectives and strategy, its position in the market and how own employer adds value to its clients through the services and/or products they provide.

CK8

The role of leaders as change agents and identify contributors to successful implementation.

THE APPRENTICESHIP STANDARD

Example Core Skills

CS2

Design and develop technology roadmaps, implementation strategies and transformation plans focused on digital technologies to achieve improved productivity, functionality and end user experience in an area of technology specialism.

CS3

Deliver workplace transformations through planning and implementing technology based business change programmes including setting objectives, priorities and responsibilities with others in an area of technology specialism.

CS4

Negotiate and agree digital and technology specialism delivery budgets with those with decision-making responsibility.

CS9

Evaluate the significance of human factors to leadership in the effective implementation and management of technology enabled business processes.

CS10

Develop own leadership style and professional values that contributes to building high performing teams.

THE APPRENTICESHIP STANDARD

Example Core Behaviours

CB1

Inspire and motivate others to deliver excellent technical solutions and outcomes.

CB2

Establish high levels of performance in digital and technology solutions activities.

CB3

Be results and outcomes driven to achieve high key performance outcomes for digital and technology solutions objectives

CB4

Promote a high level of cooperation between own work group and other groups to establish a technology change led culture.

CB5

Develop and support others in developing an appropriate balance of leadership and technical skills.

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 – Professional Development -Project 1 & 2**
 - ✓ **Their End Point Assessment (EPA)**

Your Apprentice's End Point Assessment



- 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 L7. This assessment is made by an Independent Assessor
- You will have an important role to play in helping your apprentice to develop the key KSBs in the workplace that will form the focus of this assessment

Your Apprentice's End Point Assessment



- There are **2 parts** to the End-Point Assessment :
 - 1. Your **Synoptic Project Report**
 - 2. The **Professional Discussion**
- **Both** the Synoptic Project Report and the Professional Discussion are assessed and graded by your **Independent Assessor (IA)**.
- The assessment methods are designed to assess the full set of Knowledge, Skills and Behaviours as specified in the apprenticeship standard.

PROFESSIONAL DEVELOPMENT UNIT & KSBs



- Apprentices must create a Portfolio of evidence before gateway and before their End Point Assessment that will underpin the **Professional Discussion**
- We structure this through the **Professional Development Unit**
- The two projects Apprentices are asked to create for this unit will showcase elements of their work that demonstrates their competencies against each of the KSB areas identified in the assessment plan for the Professional Discussion element of the EPA
- These projects enable the apprentice to demonstrate how they have applied the knowledge, skills and behaviours in a real-work environment to achieve real-work objectives
- It is important for you as Line Managers to support your apprentices to find opportunities within the workplace to develop these KSBs

THE KSBs: PROFESSIONAL DEVELOPMENT UNIT

Core Skills , Core Knowledge and Core Behaviours to be assessed	KSB Number PWP
Business and change management	
(Skill) Design and develop technology roadmaps, implementation strategies and transformation plans focused on digital technologies to achieve improved productivity, functionality and end user experience in an area of technology specialism;	S2
(Skill) Deliver workplace transformations through planning and implementing technology-based business change programmes including setting objectives, priorities and responsibilities with others in an area of technology specialism;	S3
(Knowledge) The strategic importance of technology enabled business processes, and how they are designed and managed to determine a firm's ability to compete effectively;	K1
(Knowledge) The principles of business transformation and how organisations integrate different management functions in the context of technological change;	K2
(Knowledge) Own employer's business objectives and strategy, its position in the market and how own employer adds value to its clients through the services and/or products they provide;	K4
(Knowledge) How to justify the value of technology investments and apply benefits management and realisation;	K5

THE KSBs: PROFESSIONAL DEVELOPMENT UNIT



Professional competencies	KSB Number PWP
(Skill) Negotiate and agree digital and technology specialism delivery budgets with those with decision-making responsibility;	S4
(Skill) Develop and deliver management level presentations which resonate with senior stakeholders, both business and technical;	S5
(Knowledge) The role of learning and talent management in successful business operations.	K10

THE KSBs: PROFESSIONAL DEVELOPMENT UNIT

Leadership	KSB Number PWP
(Skill) Evaluate the significance of human factors to leadership in the effective implementation and management of technology enabled business processes;	S9
(Skill) Develop own leadership style and professional values that contributes to building high performing teams;	S10
(Behaviour) Inspire and motivate others to deliver excellent technical solutions and outcomes	B1
(Behaviour) Establish high levels of performance in digital and technology solutions activities	B2
(Behaviour) Be results and outcomes driven to achieve high key performance outcomes for digital and technology solutions objectives	B3
(Behaviour) Promote a high level of cooperation between own work group and other groups to establish a technology change led culture	B4
(Behaviour) Develop and support others in developing an appropriate balance of leadership and technical skills	B5
(Behaviour) Create strong positive relationships with team members to produce high performing technical teams	B6
(Knowledge) The role of leadership in contemporary technology based organisations;	K3
(Knowledge) The personal leadership qualities that are required to establish and maintain an organisations technical reputation.	K7
(Knowledge) The role of leaders as change agents and identify contributors to successful implementation;	K8

THE KSBs: PROFESSIONAL DEVELOPMENT UNIT



Technology management	KSB Number PWP
(Skill) Apply broader technical knowledge combined with an understanding of the business context, and how it is changing, to deliver to the company's business strategy;	S11
(Skill) Demonstrate effective technology leadership and change management skills for managing technology driven change and continuous improvement;	S12
(Skill) Create and implement innovative technological strategies to support the development of new products, processes and services that align with the company's business strategy and develop and communicate compelling business proposals to support these.	S13
(Knowledge) How to monitor technology related market trends and research and collect competitive intelligence;	K6
(Knowledge) Technology road-mapping concepts and methods and how to apply them;	K9

THE KSBs: PROFESSIONAL DEVELOPMENT UNIT

IT Strategy Specialist Knowledge to be assessed	KSB Number PWP
The role and nature of IT consultancy as a mechanism for creating business improvements and which typical responsibilities and activities are included;	K23
Software Engineering Specialist Knowledge to be assessed	KSB Number PWP
The rationale for software platform and solution development, including the organisational context;	K29
Data Analytics Specialist Knowledge to be assessed	KSB Number PWP
The information governance requirements that exist in the UK, and the relevant organisational and legislative data protection and data	K18
Cyber Security Specialist Knowledge to be assessed	KSB Number PWP
The different approaches and design principles that are used to engineer secure systems, focusing on the importance of building in security, privacy and resilience in the initial design	K14

YOUR ROLE: PROFESSIONAL DEVELOPMENT UNIT



- Many of the KSBs mapped to this element focus on:
 - Leadership
 - Management
 - Strategy
 - Transformation
- Apprentices will be responsible for producing the work for this unit but they may need your support to be exposed to work that allows them to develop and demonstrate these KSBs
- Following this session, we will send you this list of KSBs so you can discuss this with your Apprentice

THE APPRENTICESHIP PROGRAMME

DIGITAL & TECHNOLOGY SOLUTIONS SPECIALIST

Qualification: MSc Digital & Technology Solutions and L7 Specialist Apprenticeship

Date: September 2023 **Duration:** 24 months

Delivery Model: Block release – 3 consecutive days per month (33 days F2F over two years at our All Saints Campus, central Manchester)

Specialisms: IT Strategy, Software Engineering, Data Analytics and Cyber Security (may run IT Project Management in future)



PROGRAMME STRUCTURE: CORE UNITS

CORE UNITS

Digital Leadership & Transformation

Develop the **strategic thinking** and **leadership skills** of apprentices for managing the **strategic contribution of digital technologies** to organisational success and transformation

Information Systems

Professional, ethical and legal issues for IT professionals. Focuses on the **interface between information systems and business organisations**. Explores the development and management of socio-technical systems

Reflective Practice in Digital Leadership

Development of a **portfolio documenting the development of professional skills** and behaviours in the workplace that align to the apprenticeship Standard

Professional Development

Work based practice **cementing the knowledge, skills and behaviours** of the standard, apprentices build up a professional portfolio

PROGRAMME STRUCTURE: SPECIALIST UNITS

SPECIALISMS

IT Strategy

Data Management (20), IT Consultancy (20), Managing Enterprise Systems (20)

Cyber Security

Cyber Security Principles & Practices (30), Advanced Network Security (30)

Software Engineering

Software Engineering Principles and Practices (15), Software Testing and Maintenance (15), Cloud Computing (15), Service Orientated Software Engineering (15)

Data Analyst

Computational Statistics (30), Data Analytics (30)

SYNOPTIC PROJECT AND EPA

PROGRAMME STRUCTURE: SYNOPTIC PROJECT AND EPA

SYNOPTIC PROJECT AND EPA

SYNOPTIC PROJECT

- Delivered in the final six months of the programme
- Significantly sized, practical project undertaken in the workplace
- Typically developing or delivering a new customer offering or transforming ways of working through digital innovation

END POINT ASSESSMENT

- Integrated into the Master's programme
- Delivered by University academics independent of the programme
- Includes a project report and professional discussion

ORDER OF UNITS

Year 1

Autumn Term (Sept-Dec)	Spring Term (Jan-Apr)	Summer Term (May - Sept)
Core- Digital Leadership for Transformation (20 credits)	Specialist Units	Core- Reflective Practice in Digital Leadership (20 credits)
Core- Information Systems (20 credits)		
Core- Professional Development (not credit bearing)		

Year 2

Autumn Term (Sept-Dec)	Spring & Summer Term (Jan-Sept)
Specialist Units	Synoptic Project : IT Strategy (60 credits)
Core- Professional Development (not credit bearing)	

KEY TEACHING DATES

Unit	Teaching Date
Induction	Monday 25 th September
Digital Leadership and Transformation/ Information Systems - Block 1	Tuesday 26 th September – Thursday 28 September 2023
Digital Leadership and Transformation/ Information Systems - Block 2	Monday 23 rd October – Wednesday 25 th October 2023
Digital Leadership and Transformation/ Information Systems - Block 3	Monday 27 th November – Wednesday 29 th November 2023
Specialist Units - Block 1	Monday 08 th January – Wednesday 10 th January 2024
Specialist Units - Block 2	Monday 5 th February – Wednesday 7 th February 2024
Specialist Units - Block 3	Monday 11 th March – Wednesday 13 th March 2024
Reflective Practice in Digital Leadership	Monday 8 th May 2024

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

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

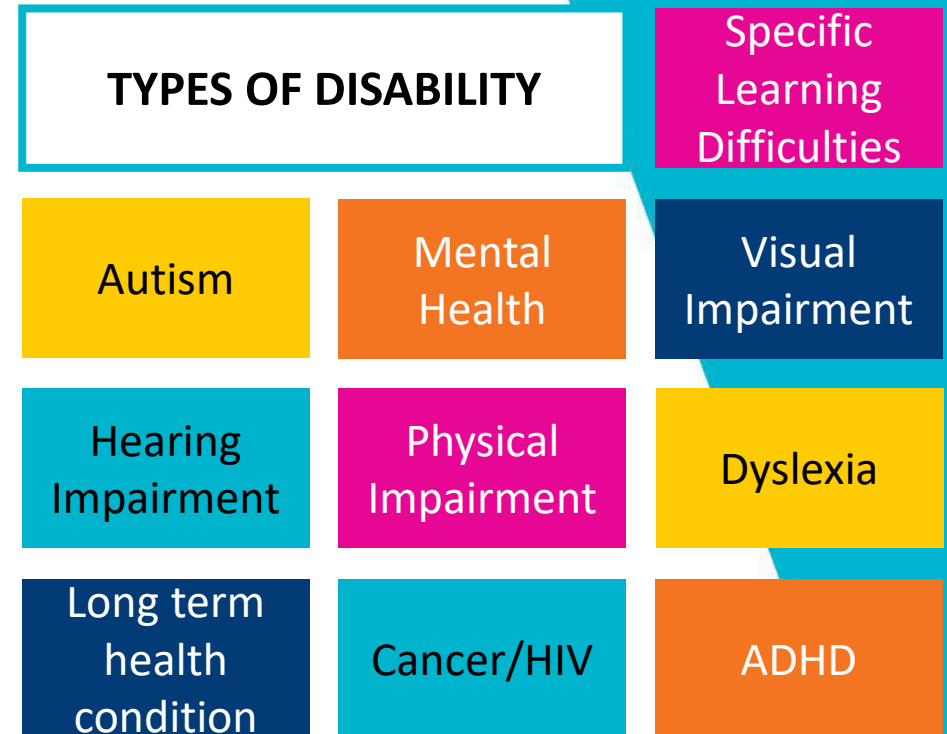
Chaplaincy

- 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”



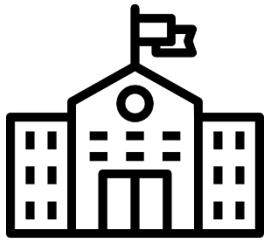
Can be delivered **flexibly**.
For example: as a part of each day,
one day per week, one week out
of five or as block release

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, 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



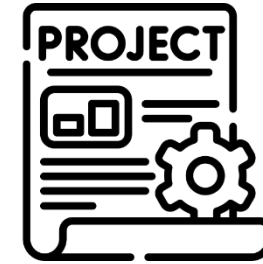
Online
learning/study



Completing
assignments



Reading and
research



Projects



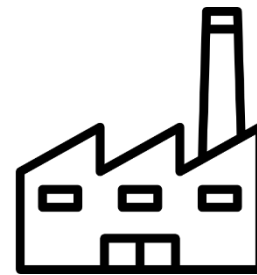
Shadowing and
mentoring



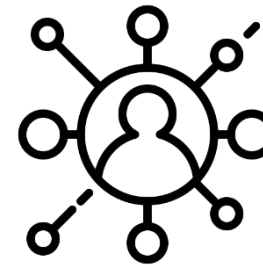
Relevant/
mandatory
training



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 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](#)



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 organisations 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

Method	Grade Boundaries	% of overall EPA grade
Synoptic Project Report	Fail - <50% Pass – 50 – 59% Merit – 60 – 69% Distinction – 70% and above	75%
Professional Discussion	Fail - <50% Pass – 50 – 59% Merit – 60 – 69% Distinction – 70% and above	25%



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, including discussing and agreeing work-based projects.

Where possible please do not approve annual leave during University time

Line Manager and Projects

- Line managers (and mentors) can help their apprentices by discussing and agreeing suitable work-based projects that can be used to fulfil the requirements of the course:
 - Synoptic Project
 - Reflective Practice in Digital Leadership unit
 - Professional Development unit
 - Project P1
 - Project P2
- Where possible, the projects should be required by the organisation as part of its ongoing operations
- The projects should be suitable to be written up in an academic manner
- The projects should provide evidence to demonstrate that various KSBs have been covered
- Line managers should also review any evidence submitted to ensure that it does not breach any confidentiality rules

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:

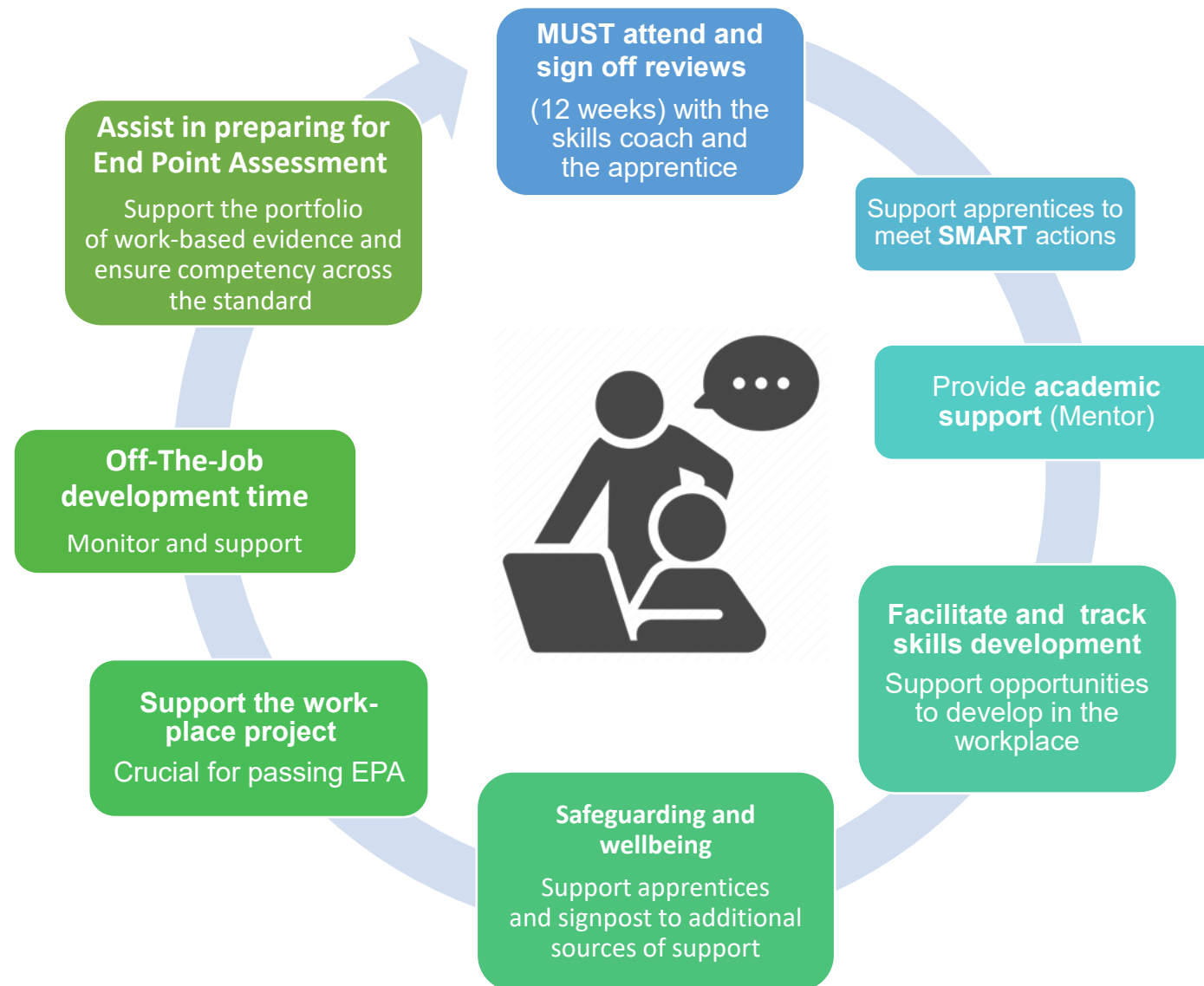
- Contextualisation theory and how it relates to the workplace
- Meet with their mentee regularly (fortnightly)
- Open doors and facilitate wider learning
- Observe and provide feedback on practice
- Understand the apprenticeship standard
- Support the completion of the EPA portfolio



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 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

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

LinkedIn: Degree Apprenticeships at Manchester
Metropolitan University

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