



LEADERSHIP AND MANAGEMENT DEGREE APPRENTICESHIPS

Apprenticeship Guidance Webinars

1: Supporting apprentices in the workplace



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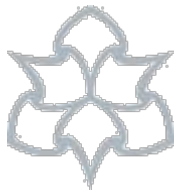
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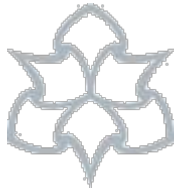
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Supporting Apprentices in the Workplace

1. Introduction to Degree apprenticeships: Knowledge, Skills and Behaviours
2. Role of the employer mentor or manager
3. Skills Coach and review process
4. Understanding 20% off-the-job development time
5. Managing the 20% off-the-job development time





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1. Understanding Apprenticeships: Knowledge, Skills and Behaviours



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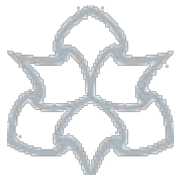
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Chartered Manager Degree Apprenticeship

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Requirements:

Knowledge	What is required (through formal learning and applied according to business environment)
Organisational Performance – delivering a long-term purpose	
Operational Strategy	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. Know how to manage change in the organisation.
Project Management	Know how a project moves through planning, design, development, deployment and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications.
Business Finance	Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports. Understand approaches to procurement and contracting, and legal requirements. Understand commercial context in an organisational setting and how this changes over time.

Skills	What is required (acquired and demonstrated through continuous professional development in the workplace)
Organisational Performance – delivering a long-term purpose	
Operational Strategy	Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.

Knowledge and Skills	Organisational Performance	Interpersonal and Personal Excellence		
	A. Operational strategy	F. Communication	J. Awareness of self and others	
	B. Project management	G. Leading People	K. Management of self	
	C. Business Finance	H. Managing People	L. Decision making	
	D. Sales and Marketing	I. Developing Collaborative relationships		
E. Digital business and new technology				
Behaviours	M. Takes responsibility	N. Inclusive	O. Agile	P. Professionalism

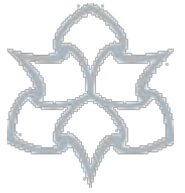
What is an apprenticeship?

Degree Apprenticeship: Combines working and studying to develop new Knowledge, Skills and Behaviours (KSBs) in a specific role. Contains a degree as a required qualification.

Standard: lists the KSBs to be developed throughout the apprenticeships (eg operational strategy, project management).

- **Knowledge:** delivered and evidenced through academic units and assignments
- **Skills and Behaviours:** acquired and evidenced through workplace activities

20% off-the-job development time: dedicated time outside of normal job for developing new KSBs.



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2. Role of the Employer Mentor / Manager



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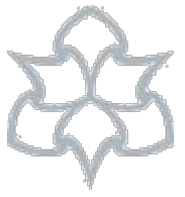
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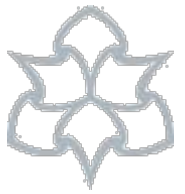
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Role as a Manager or Mentor

- **Skills development:** encourage opportunities for the application of knowledge in the workplace through assignments, duties, opportunities, shadowing and generally opening doors in the organisation.
- Support **work-place projects** to ensure alignment to organisational need.
- Monitor and **review progress** through termly meetings with a dedicated Skills Coach.
- Monitor and manage the **20% off-the-job development time.**
- **Support and mental health:** support apprentices and signpost to additional sources of support.

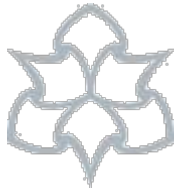




Top tips from our employers

- Ask them to put their **assignment deadlines into your calendar** to help manage workload.
- Discuss their assignments with them and help them to explore **how to apply the assignment** to the workplace.
- Help them access **resources** and information.
- Help them to **reflect** on their grades and the feedback and set realistic expectations.
- Agree at the start the amount of time from the 20% off-the-job development time that can be used for **assignment support**.
- Encourage them to apply for an extension (**exceptional factors**), if required.





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3. Skills Coach and Reviews



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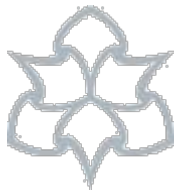
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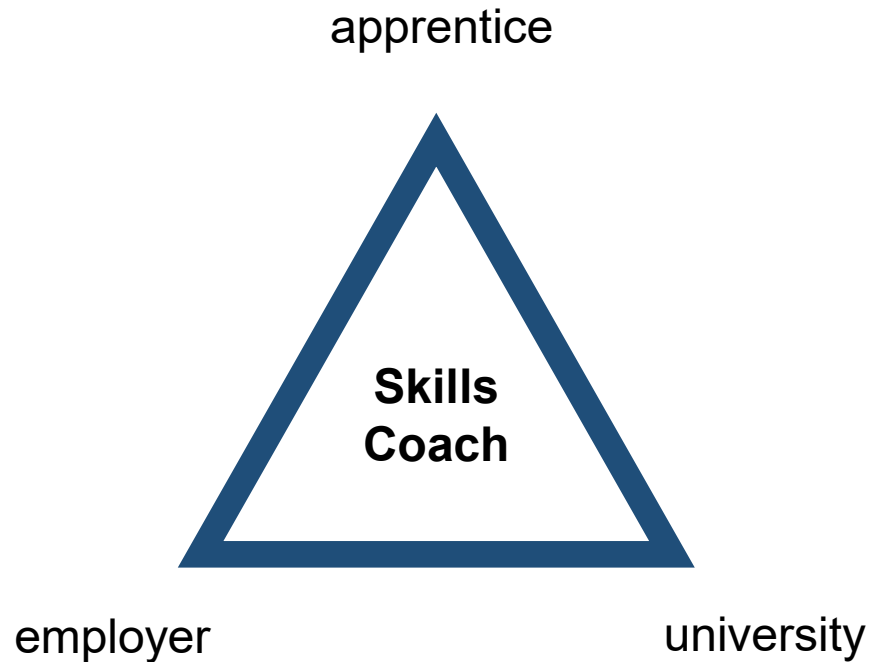
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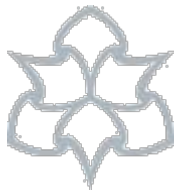


Skills Coaches



- Dedicated Skills Coach who will conduct **termly reviews** with apprentice and employer mentor to monitor progress and set workplace targets on skills development.
- **Point of contact** for apprentice and line manager for general queries.
- Pastoral **support and guidance** (eg EFs and referrals) and encouragement.
- Support and preparation of the apprenticeship portfolio and **End-Point Assessment**.

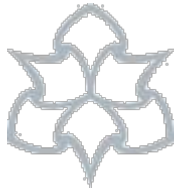




Reviews

- Termly (quarterly) reviews with **apprentice and employer mentor**.
- Face-to-face or remote and recorded on the **e-portfolio**.
- Monitor **university progress** (grades, attendance etc) and progress towards 20% off-the-job development time.
- **Set targets** for the **development of workplace skills** and help to facilitate development opportunities.
- Support development of the portfolio towards the **EPA**.





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4. Support available from Manchester Met



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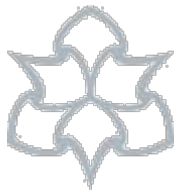
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Apprenticeship Unit Contacts

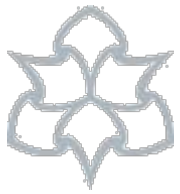
Employer Resource Pages (guidance documents, webinars, timetables etc):

Skills Coach: first point of contact for apprentice and employer

General mailbox:
apprenticeships@mmu.ac.uk

CMDA 4-Year Programme:	mmu.ac.uk/apprenticeships/resources/chartered-manager/
CMDA 2.5-Year Advanced Entry:	mmu.ac.uk/apprenticeships/resources/chartered-manager-fast-track/
CMDA Retail:	mmu.ac.uk/apprenticeships/resources/chartered-manager-retail/
CMDA Health and Social Care:	mmu.ac.uk/apprenticeships/resources/chartered-manager-health/
Retail Leadership:	mmu.ac.uk/apprenticeships/resources/retail-leadership/
MBA:	mmu.ac.uk/apprenticeships/resources/mba/





Library

Central location at the All Saints campus

- Extensive range of physical and electronic books, journals and resources
- Information skills workshops, webinars and guidance (sourcing material, referencing etc)
- library@mmu.ac.uk

Skills Coach

Based in the Apprenticeship Unit

- Termly reviews
- First point of contact
- Support and guidance on the e-portfolio and preparation for End-Point Assessment
- apprenticeships@mmu.ac.uk

Academic and Study Skills Tutors

Based in faculties, provide:

- one-to-one study skills support to students;
- workshops, webinars, and on-line support on a range of academic and study skills topics;
- support for students with specific learning difficulties
- studyskills@mmu.ac.uk

Student Hub Advisers

Based in Student Hubs. First point of contact for access to University services:

- referral to specialist services
- Student card and enrolment issues
- personal emergency evacuation plans (PEEPs);
- studenthub@mmu.ac.uk
www.mmu.ac.uk/student-life/

Counsellors and mental health advisors

Based centrally, provide:

- 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
- counselling@mmu.ac.uk

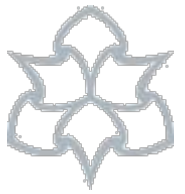
Disability Advisers

Based centrally. Provide support for current and prospective disabled students:

- draw up appropriate personal learning plans;
- facilitate applications for Additional Learner Support Fund
- work with academic departments to ensure support requirements are met.
- disability.service@mmu.ac.uk

Student Union

- Society and sports teams
- Course reps
- Totum Student card
- Independent advice through the advice centre
- www.theunionmmu.org



Exceptional factors

Extensions can only be granted in advance through the **formal process** called **Exceptional Factors** and only for serious short-term issues (medical issues, increased responsibilities in the workplace etc) that can be verified with **documentary evidence**.

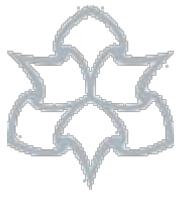
All late submission of assessed work without an approved extension will be penalised:

- Up to five working days late: marked and capped at the pass mark
- After five working days: not marked and given 0%

The EF process requires the completion of a form and can take up to **5 days to process** (your Skills Coach or HUB can support you through the process)

- Application details: www.mmu.ac.uk/student-case-management/guidance-for-students/exceptional-factors/



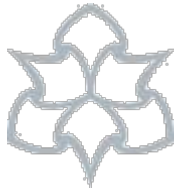


Recap and questions

- Familiarise yourself with the **apprenticeship standard** and the relevant skills to be developed in the workplace (available on the employer resource pages).
- Engage in the **tripartite review progress** to help monitor progress and development.
- Encourage your apprentice to access the **resources and support** available at Manchester Met.

Questions





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What is the 20% off-the-job time requirement?



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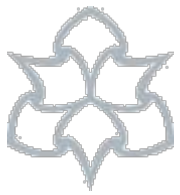
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20% off the job

‘Off-the-job training: learning which is undertaken outside of the normal day to day working environment and leads towards the achievement of the apprenticeship.’

—HM Government, *English Apprenticeships: Our 2020 Vision*, 54

‘Off-the-job training must be taken away from the apprentice’s normal working duties and must teach new **knowledge, skills and behaviours** relevant to their specific apprenticeship’

—National Apprenticeship Service, *Off-the-job training mythbusters*

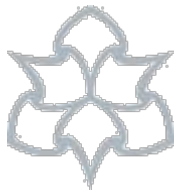
[Government guidance on off-the-job](#)

MYTH VS FACT

<p>"My apprentice will spend a lot of time away from the workplace"</p>	<ul style="list-style-type: none"> Apprenticeships are about upskilling an individual. Reaching occupational competency takes time. Many employers and apprentices have praised the positive effect off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training. Off-the-job training must be away from the apprentice's normal working duties and must teach new knowledge, skills and behaviours relevant to their specific apprenticeship. It 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. You may already have existing training programmes or materials you can use to deliver elements of the apprentice's off-the-job training.
<p>"Off-the-job training must be delivered by a provider in a classroom, at an external location"</p>	<ul style="list-style-type: none"> This is not true. Off-the-job training can be delivered in a flexible way. This can be at the apprentice's usual place of work, or at an external location. It can include for example, the teaching of theory, practical training and writing assignments. Providers have developed a range of delivery styles to suit employer and apprentice needs. Employers should work with them to decide when and where off-the-job training should take place and who is best placed to deliver it.
<p>"I need to document all of the apprentice's off-the-job training"</p>	<p>A commitment statement must be in place from the beginning of the apprenticeship, setting out the training content an apprentice will receive and which elements count towards the off-the-job training. The apprentice's evidence pack needs to demonstrate what training has been delivered against the commitment statement.</p>
<p>"English and maths counts towards the 20% requirement for off-the-job training"</p>	<ul style="list-style-type: none"> This is not true: English and maths (at level 2 or below) does not count towards the 20% off-the-job training. Apprenticeships are about developing occupational competency and they are designed on the basis that the apprentice already has the required level (level 2) of English and maths. Training for English and maths must be on top of the 20% off-the-job training requirement.
<p>"Off-the-job training can be done in the apprentice's own time"</p>	<p>An apprenticeship is a work-based programme so all off-the-job training must take place within the apprentice's normal working hours*. If planned off-the-job training is unable to take place, it must be rearranged. Apprentices may choose to spend additional time training outside paid hours, but this must not be required to complete the apprenticeship.</p> <p><small>*including overtime</small></p>

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September 2019

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Leadership and Management 'training'

Compared to some other professions, training and development opportunities in leadership and management training can be difficult to pinpoint.

Interpersonal Excellence – leading people and developing collaborative relationships	
Communication	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. Manage and chair meetings and clearly present actions and outcomes. Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.
Leading People	Able to articulate organisational purpose and values. Support the creation of an inclusive, high performance work culture. Enable others to achieve by developing and supporting them through coaching and mentoring.
Managing People	Able to build teams, empower and motivate others to improve performance or achieve outcomes. Able to delegate to others, provide clear guidance and monitor progress. Ability to set goals and accountabilities.
Developing Collaborative Relationships	Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Able to contribute within a team environment. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. Work collaboratively with internal and external customers and suppliers.
Personal Effectiveness – managing self	
Awareness of self and others	Able to reflect on own performance, identifying and acting on learning and development needs. Ability to understand impact on others. Can manage stress and personal well-being, and confident in knowing core values and drivers.
Management of Self	Able to create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.
Decision Making	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.

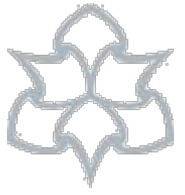
—CMDA Standard showing interpersonal skills

Illustrative Example:

Lisa is an engineering apprentice. She has weekly training on how to use a particular piece of equipment. This forms part of the knowledge, skills and behaviours needed for her apprenticeship and so counts as off-the-job training.

Lisa works with Dave who is a fully qualified engineer. As this particular piece of equipment is new, Dave is also receiving the same training. The fact that Dave is receiving the same training as Lisa is irrelevant; the training is part of Lisa's apprenticeship.

—Department for Education, *Apprentice off-the-job training* (2019), 9



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2. What counts towards the requirement?



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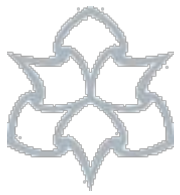
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20% off the job

20% off-the-job development includes:

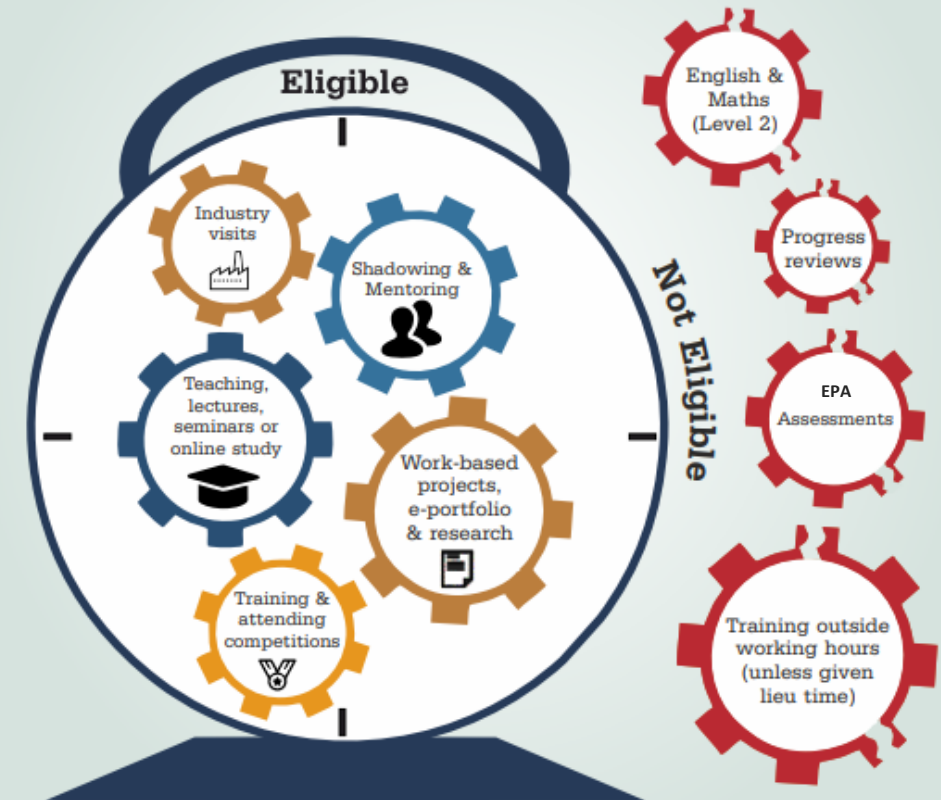
- University attendance and e-learning
- Assignment development and write-up
- Work-based projects
- Shadowing, mentoring and development tasks
- Work and industry visits
- Training courses and competitions

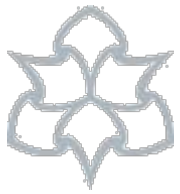
It does not include:

- *Functional skills support at level 2*
- *Progress reviews*
- *EPA assessments*
- *Training outside of working hours*

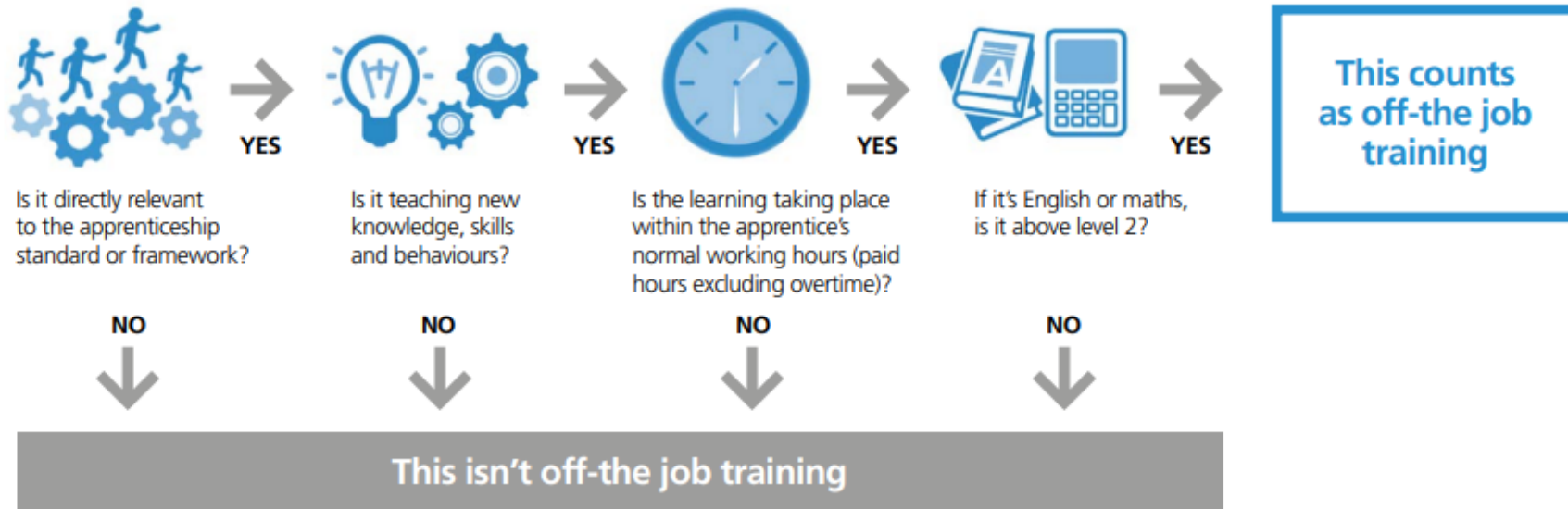
An important part of any apprenticeship is being given sufficient time to learn new knowledge and skills, and develop new behaviours. The ESFA, the funding body for apprenticeships decides that this should constitute no less than 20 per cent of an apprentices contracted working time.

So, what activities can count towards the 20 per cent rule?





Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



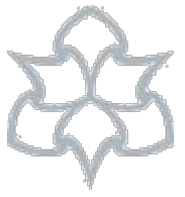
Key facts

1 Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

2 You can deliver off-the-job training in the apprentice's normal workplace or at an external location.

3 Progress reviews and on-programme assessment do not count towards 20% off-the-job training.

[Government guidance on off-the-job](#)



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3. How should the time be split between the different aspects?



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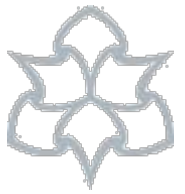
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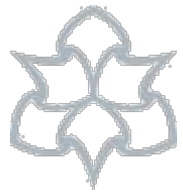
Suggested Plan for OTJ activities

Suggested 20% OTJ for a 37-hour working week*

	4-Year total <i>Days</i>	Per year <i>Days</i>
1. University attendance (automatically logged)	100	25
2. Assessment write-up, online learning and projects (aka 'study days')	28	7
3. Employer supported skills and behaviours development	28	7
4. Synoptic project and EPA preparation (final year only)	18	18 (final year)
Total off-the-job entitlement (across the programme)	174	

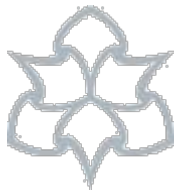
*see individual commitment statement for different working patterns. Email apprenticeships@mmu.ac.uk for a copy





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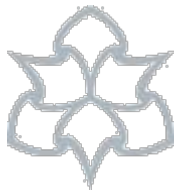
4. Managing the 20% off-the-job time



To avoid issues, discuss and agree in advance how the 20% off-the-job development time will be managed:

- Ensure everyone is clear about **what the 20% off-the-job development time will look like**: ie not just time for completing assignments
- Utilise skills coach meetings to agree any **additional development opportunities**
- Agree when and where any protected **'study' time** will be taken: workplace, home, quiet office, contactable etc

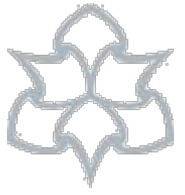




Options for managing the protected study time:

- **Dedicated time each week:** e.g. 2-5pm every Weds.
- **Additional study time around assignment submission:** plan study days closer to assignment submission.
- **Set number of study afternoons:** e.g. agree in advance a set number of days which can be requested as 'study leave'.





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5. Recording the 20% off-the-job time



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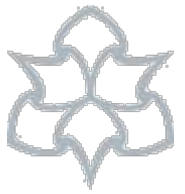
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Recording 20% OTJ

Recording 20% off-the-job development time

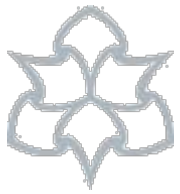
- 20% OTJ recorded in the **e-portfolio**
- Class attendance is **automatically uploaded**
- Apprentices will complete timesheet entries for all other OTJ activities (eg assignment work, shadowing)
- Progress against target discussed at **tripartite reviews**
- Apprentice will not go through the **Gateway to End-Point Assessment** until the OTJ is at least 20%

Learning and Contact Hours			
Total Contact:	1 Hour		
Total Off the Job:	1 Hour		
Average Weekly Off the Job:	5 Minutes		
Date	Contact time	Contact type	On Job
23/09/2019	60 minutes	DISTANCE LEARNING	OFF-THE-JOB
17/09/2019	60 minutes	DISTANCE LEARNING	OFF-THE-JOB
06/09/2019	60 minutes	IN CLASS	OFF-THE-JOB

Example timesheet entries from the e-portfolio

Best practice:

- Establish a **process and routine** for recording OTJ on an ongoing basis
- Colour-code entries in your Outlook to keep track of what is to be logged
- Consider creating a 20% off-the-job file, log or notebook



Recap and questions

- Ensure that everyone is **clear about the 20%** off-the-job requirement and agree how it will be managed
- Consider how any **protected study time** will be delivered and managed
- Encourage apprentices to establish a **process and routine** for tracking 20% off-the-job development time.

Questions



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Email: apprenticeships@mmu.ac.uk

Website: www.mmu.ac.uk/apprenticeships

Thank You



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LEADERSHIP AND MANAGEMENT DEGREE APPRENTICESHIPS

Apprenticeship Guidance Webinars

Project and Portfolios



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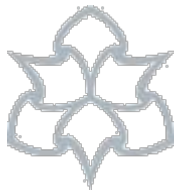
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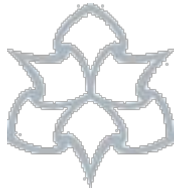
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Synoptic projects and portfolios

1. Requirements of the Synoptic Project and employer involvement
2. Example synoptic projects
3. Apprenticeship portfolio: purpose and evidence requirements
4. Apprenticeship portfolio: employer role





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1. Requirements of the Synoptic Project



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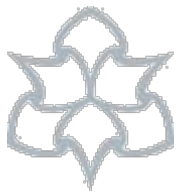
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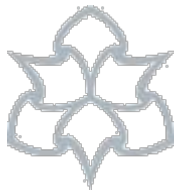
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Synoptic Project

- A significant **workplace project** undertaken in the final year
- Important element of the degree and the apprenticeship: forms part of the **End-Point Assessment**
- **Live project:** negotiated with the employer and managed by the apprentice across a significant period of time: **define – design – do – review**
- **Synoptic:** should allow the apprentice to demonstrate a range of skills from across the apprenticeship standard (eg finance, communication)





Project requirements

Define

Define: a clear purpose or goal is defined based on a valid **business problem** or case aligned to strategic aims.

Design

Design: a plan of work is constructed (**Project Initiation Document, PID**) and **controls and milestones** are clearly outlined prior to the start of a project.

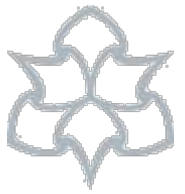
Do

Do: on-project **activities are undertaken, decisions are taken** and controls utilised.

Review

Review: project delivery, **impact** and outcomes are **analysed and reviewed**.





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2. Employer Role in the Synoptic Projects



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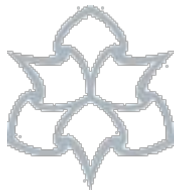
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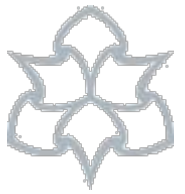
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Impact: Supporting apprentices to identify suitable projects according to **strategic business need**.

- All projects will require employer approval and sign-off
- Opportunity to return investment and demonstrate the value and impact of the apprenticeship
- Consider appointing a **project sponsor** or supporting the creation of a project group who can help facilitate access to necessary **data and information** and encourage organisational buy-in
- Support apprentices through the project life cycle, encouraging **reflection** and **review of milestones**





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3. Synoptic Project Examples



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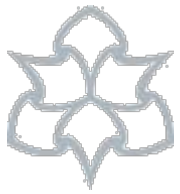
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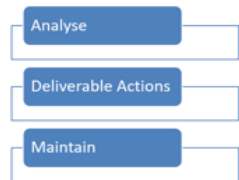
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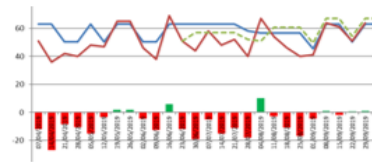
Synoptic Project Examples



Improving Operational Performance in an Underperforming Department



Project approach



Weekly improvements in planned vs actual activity during project delivery

Executive Summary

The project involved a systematic review of an underperforming department in order to analyse performance against targets and implement operational improvements. Analysis of key performance indicators showed under-utilisation of space against capacity and a failure to meet referral to treatment (RTT) times for the 2000 patients on the waiting list.

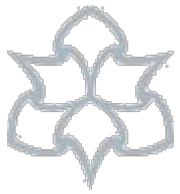
A number of improvements were implemented as a result of the project, including modifications to administrative processes and procedures relating to activity planning, the creation of a high priority patient list and the implementation of staff training and development. Standard reporting tools were also developed, providing clear and concise monthly data on departmental performance.

A number of performance standards were improved over the two-month project window: the number of patients waiting up to 51 weeks for treatment was reduced by around 25%; the planned and actual utilisation of theatre space improved by around 15%; and compliance towards 18-week RTT targets rose by 7%. These efficiency gains are estimated to have reduced the deficit for the department by around £143,000.

- Apprentice had recently taken over responsibility for an underperforming clinical department
- Developed and delivered a two-month turnaround plan as part of the synoptic project, involving changes to:
 - administrative processes
 - staffing arranging
 - space utilisation
 - workflow processes

Identified outcomes and impact:

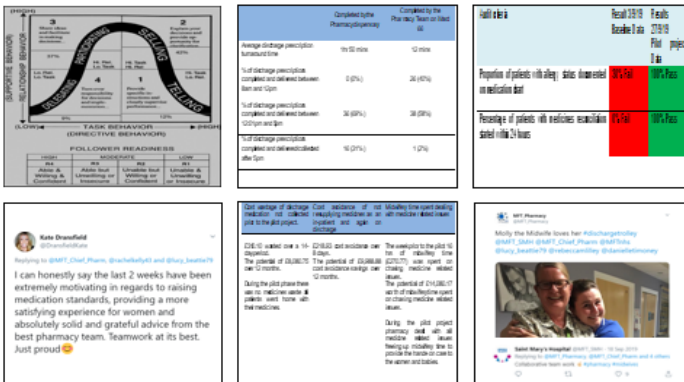
- Waiting times reduced by 25%
- Space utilisation increased by 15%
- Compliance against government targets increased by 7%
- Total efficiency savings for this Quarter: £143,000



Synoptic Project Examples



Clinical Pharmacy Service Pilot



Executive Summary

The Project Ward is a high-risk ward that provide post-natal care to women with other health complexities such as HIV, mental health, alcohol and drug dependence, cardiology problems, etc. The Ward was identified for a clinical pharmacy service pilot project as they are a high-risk ward.

The ward has minimal pharmacy support. Midwives spend a lot of their time managing medicine-related issues and experience delays with the timely completion of discharge prescriptions and medicines administration.

As part of this pilot project, a dedicated ward pharmacist and pharmacy technician were placed onto Ward 66 in a bid to improve and support medicines management and reduce discharge delays.

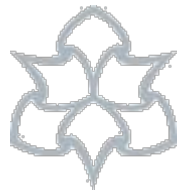
As a result of the pilot, the average discharge prescription time was reduced by nearly 100 minutes per patient, improving bed flow, patient satisfaction rates and freeing up midwifery time to administer hands-on patient care. Compliance with antibiotic prescribing standards also increased from 25% to 81%. As a result of this project, a business case was put together in order to roll the service out on a permanent basis and to other wards.

- The apprentice managed a clinical ward which required complex pharmacy services previously managed by ward midwives.
- Developed and delivered a three-month pilot initiative to place a dedicated pharmacist onto the ward. The project involved:
 - Defining the role and requirements
 - Monitoring discharge time and compliance
 - Monitoring patient satisfaction rates

Identified outcomes and impact:

- Average discharge time reduced by 100 minutes per patient, improving bed flow, patient satisfaction and freeing up midwifery time
- Compliance with antibiotic prescribing standards also increased from 25% to 81%.





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4. Frequently Asked Questions



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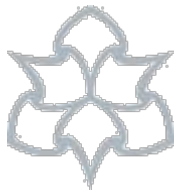
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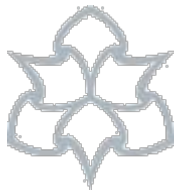
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Frequently Asked Questions

- **Can this be a group project?** The apprentice should have responsibility for a defined aspect or area of the project, so that they can work through the full project lifecycle: define – design – do – review. (Same if a longer-term project).
- **What is the role of the project supervisor?** Every apprentice is assigned a project supervisor who will coach the apprentice through the project and support with the required project write up (ie they are not proof-readers).
- **How are ethical considerations with projects managed?** The project must be approved by the employer to ensure all employer-related risks are mitigated. Complex projects involving high-risk or sensitive information may also require University ethical approval. Speak to the project supervisor.
- **What are the specific requirements of individual project units?** See the Introduction to work based project guide for full details of unit descriptions and assessments (available on the Employer Resource Pages):



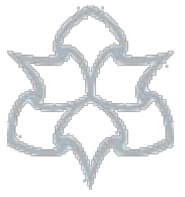


Recap and questions

- Discuss the synoptic project early in the programme, to ensure preparedness and **alignment to business need**.
- Remember that this is a live project:
define – design – do – review
- Consider how you will identify the **impact** of the project.

Questions





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Apprenticeship Portfolio of Evidence

1. **Apprenticeship portfolio: purpose and evidence requirements**
2. **Apprenticeship portfolio: employer role**



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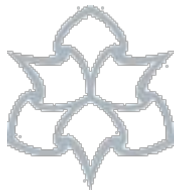
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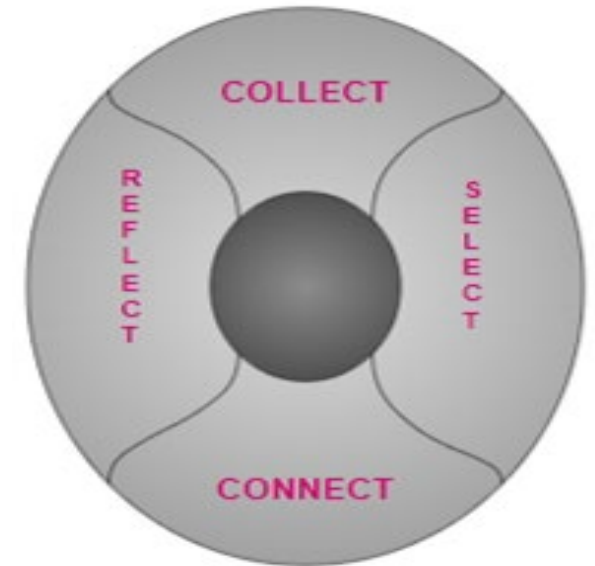


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1. Purpose of the Portfolio

- **What is it?** A portfolio of evidence demonstrating competency against the **Knowledge, Skills and Behaviours** listed in the Standard
- **Why is it needed?** The portfolio is **assessed during the End-Point Assessment**. For the CMDA and MBA, it is also used in the EPA to assess Chartered Manager Status
- **What does it include?** In total, around **20 pieces of evidence** including academic assignments, evidence from your workplace and witness testimonies.
- **When is it completed?** Apprentices should collect evidence **throughout the apprenticeship** (with support from their Skills Coach). An academic unit is dedicated to the portfolio at the end of the apprenticeship.



1. Structure of the Portfolio

- **Accessible structure:** sections for each of the 12 knowledge-skills competencies of the standard and the 4 behaviours.
- **Holistic use of Evidence:** Aim for around 20 pieces of evidence, used across multiple sections.
- **Reflection on Evidence (RoE) form** for each section:
 - Description of the Evidence
 - Short reflection
 - Action plan for future development
- Housed on the **e-portfolio platform**



Structure of the CMDA Apprenticeship Standard and Portfolio



CMDA: Reflection on Evidence Form

G. Leading People	
Knowledge	Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. Understand organisational culture and diversity management.
Skill <i>your evidence should cover all points</i>	<ul style="list-style-type: none"> • Able to articulate organisational purpose and values. • Support the creation of an inclusive, high performance work culture. • Enable others to achieve by developing and supporting them through coaching and mentoring.

Description of Evidence Provided: Brief description of how this evidence demonstrates your competency in this area of the standard. Please number all of your evidence separately.

Evidence	Brief description
Evidence G1: eg assignment, training course, set of emails, reports, presentation from work	What does this evidence demonstrate? Use key words from the above descriptions.
Evidence G2: eg assignment, training course, set of emails, reports, presentation from work	
Evidence G3: eg assignment, training course, set of emails, reports, presentation from work	



CMDA: Reflection on Evidence Form

Reflection on evidence: How has your competency in this area developed? (around 250 words)

In order to add clarity to your evidence and contribute to your continuous professional development, you should contextualise the evidence and add some criticality, e.g. you could consider the following:

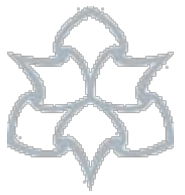
- How did you apply the knowledge and skills from this area of the standard?
- What have you found challenging?
- What were you happy with? Would you do anything differently next time?
- What underpinned your management decisions in your evidence?
- Have you changed or implemented anything? What was the impact?
- Have you been able to apply theory to practice?

Ensure that your paragraph links your evidence to the skill or behaviour for the reflection on evidence form.

Action Plan for Continuous Development (150 words): what are you going to do next to continue developing this area?

e.g. attend a training course, conduct further research or study, develop the idea into a project, complete the second phase of a project, arrange more 121 supervisions, prioritise CPD opportunities, look into implementing a new system, organise an away day, etc.





1. Collecting Evidence

‘Quality’ not ‘Quantity’: 20 pieces of evidence, used in multiple parts of the portfolio

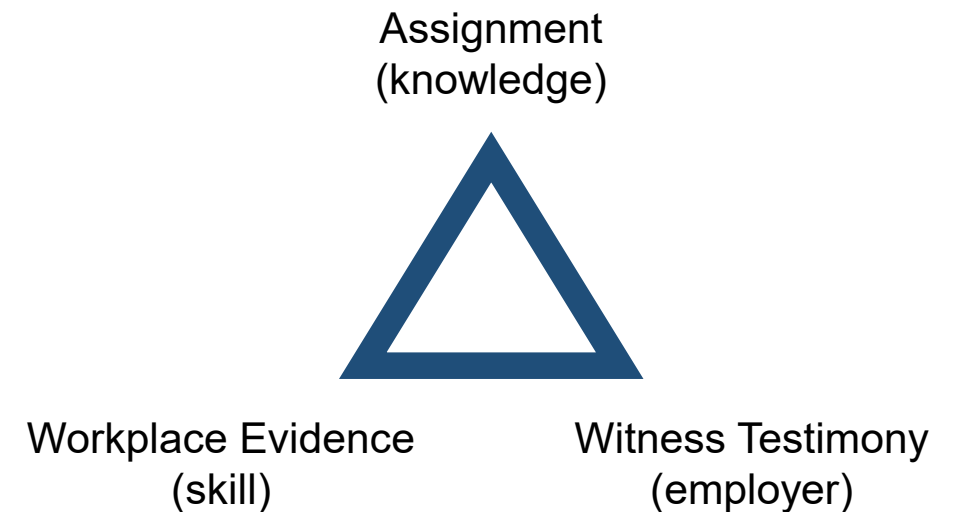
Types of evidence: assignments, workplace reports and products, presentations, agendas and minutes, emails and communications, video and audio recordings, business plans and strategies, observations and witness testimonies.

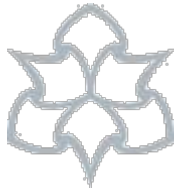
Synoptic project work: provides fantastic evidence, eg project plans, stakeholder communications, financial planning, research and data.

Triangulation of Evidence: each section of the portfolio (eg Communication) should contain:

- Assignment (demonstrating knowledge)
- Work product (demonstrating skill)
- Witness Testimony (employer support)

	Organisational Performance	Interpersonal Excellence	Personal Effectiveness	
Knowledge and Skills	A: Operational Strategy	F: Communication	J: Awareness of Self and Others	
	B: Project Management	G: Leading People	K: Management of self	
	C: Business Finance	H: Managing People	L: Decision Making	
	D: Sales and Marketing	I: Developing Collaborative Relationships		
	E: Digital Business and New Technology			
Behaviours	M: Takes Responsibility	N: Inclusive	O: Agile	P: Professionalism





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2. Employer Role: Witness Testimonies



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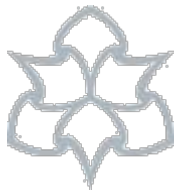
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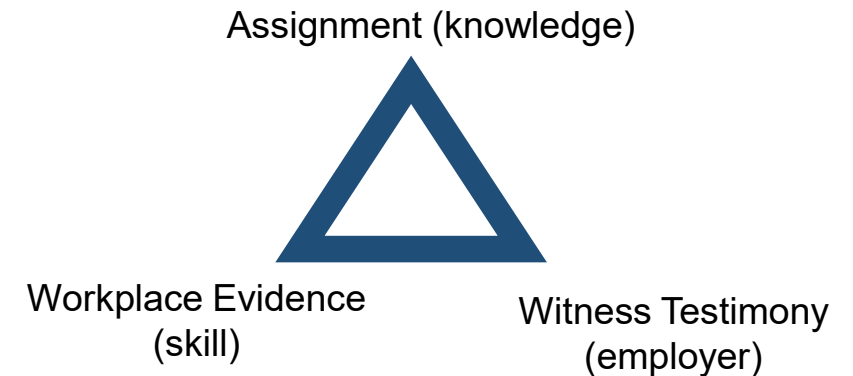
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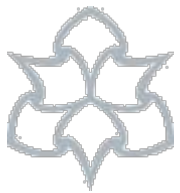


3. Employer Role

- **Development Needs:** with the Skills Coach, identify any development needs and opportunities, eg:
 - Business Finance or Sales and Marketing
- **Witness testimony:** statement from the employer (manager, mentor, colleague) validating competency in a certain area
- **Yearly 360-feedback process:** suggest that Witness Testimonies are completed on a yearly basis and by people at different levels of the organisation (to provide a strong basis for reflection)

Knowledge and Skills	Organisational Performance	Interpersonal Excellence	Personal Effectiveness	
	A: Operational Strategy	F: Communication	J: Awareness of Self and Others	
	B: Project Management	G: Leading People	K: Management of self	
	C: Business Finance	H: Managing People	L: Decision Making	
	D: Sales and Marketing	I: Developing Collaborative Relationships		
E: Digital Business and New Technology				
Behaviours	M: Takes Responsibility	N: Inclusive	O: Agile	P: Professionalism





3. Witness Testimonies



WT1 Organisational Performance: delivering long-term purpose

Organisational Performance: This witness testimony covers the organisational and operational areas of the standard, relating to the ability to deliver long-term purpose for an organisation. It includes aspects such as; developing and implementing operational plans; managing resources and setting targets; managing budgets and expenditure; using and analysing data to improve outcomes. In other words, the 'nuts and bolts' of business administration. Further competency descriptors can be found on the opposite page, and in the [CMDA standard](#).

Instructions: Please complete this witness testimony form, commenting on the apprentice's competency in relation to this area of the standard. Please provide concrete examples of when they have demonstrated these competencies in the workplace. A short summary of this section is provided above, and the full descriptors (as they appear in the Standard) are reproduced on the opposite page. Please tick all the areas of the standard covered by this testimony.

Apprentice Name:		Year	1	2	3	4
Name of person completing:		Date:				
Relation to apprentice:		Signature:				

Witness Testimony Statement	
Competency (tick all that apply)	Please include workplace examples and commentary about instances where the apprentice has demonstrated competency in the selected areas
A: Operational Strategy	
B: Project Management	
C: Business Finance	
D: Sales and Marketing	
E: Digital Business & New Technologies	

Scale (optional)	Developing	Operational	Strong	Excellent

WT2 Interpersonal Excellence: leading people and developing collaborative relationships

Interpersonal Excellence: This witness testimony covers the interpersonal skills section of the standard, relating to the ability of the apprentice to communicate, influence and motivate others through coaching and mentoring, delegation and collaborative working. Further competency descriptors can be found on the opposite page, and in the [CMDA standard](#).

Instructions: Please complete this witness testimony form, commenting on the apprentice's competency in relation to this area of the standard. Please provide concrete examples of when they have demonstrated these competencies in the workplace. A short summary of this section is provided above, and the full descriptors (as they appear in the Standard) are reproduced on the opposite page. Please tick all the areas of the standard covered by this testimony.

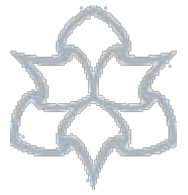
Apprentice Name:		Year	1	2	3	4
Name of person completing:		Date:				
Relation to apprentice:		Signature:				

Witness Testimony Statement	
Competency (tick all that apply)	Please include workplace examples and commentary about instances where the apprentice has demonstrated competency in the selected areas
F: Communication	
G: Leading People	
H: Managing People	
I: Developing Collaborative Relationships	

Scale (optional)	Developing	Operational	Strong	Excellent



- Minimum of four witness testimonies covering the entire standard
- Support weak areas with additional statements, if required
- Provide concrete examples where competence has been displayed.



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4. E-Portfolio system



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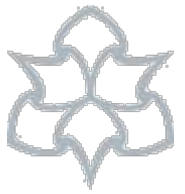
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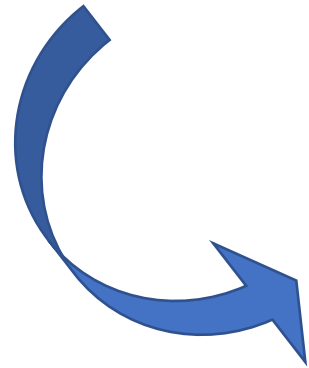
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4. E-portfolio



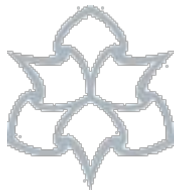
EPORTFOLIO



- E-portfolio system used to present your evidence at EPA
- Storage for evidence whilst on apprenticeship
- Record of reviews
- Records 20% Off the Job Training
- Accessible by your line manager
- Record of Skills Scan (useful for identifying developmental needs)

Contact your Skills Coach for support or apprenticeships@mmu.ac.uk





5. Recap and questions

- The Portfolio of Evidence is one of the main assessment methods of KSBs at **End-Point Assessment**
- Collect evidence on an **ongoing basis**—select, connect and reflect later
- Support your apprentices by writing **witness testimonies**, especially for the Behaviours

Questions



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LEADERSHIP AND MANAGEMENT DEGREE APPRENTICESHIPS

Apprenticeship Guidance Webinars

3: Introduction to End-Point Assessments



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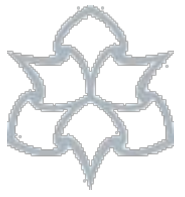
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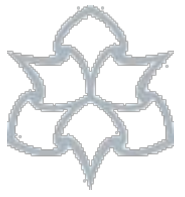
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Introduction to End-Point Assessments

1. Gateway and EPA requirements and process
2. EPA assessment methods
3. Competency-based interviews
4. EPA Support and Guidance





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1. Introduction to Gateway and EPA Requirements



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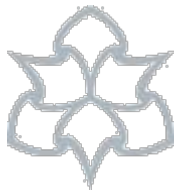
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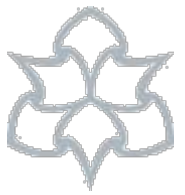
End-Point assessment

- EPA concludes the **apprenticeship** and is assessed separately from the degree (eg by the Chartered Management Institute, CMI)
- Assesses **occupational competency** against the **KSBs** in the standard
- **Outcomes:** apprenticeship award and chartered manager status (CMgr MCMI) for the CMDA and MBA
- **Multiple assessment methods:**
 - Portfolio and synoptic project (completed as part of the degree) and
 - Presentation and competency-based interview at the '**live assessment day**'

First	Distinction
2:1	Merit
2:2	Pass
Third	Fail

The EPA is assessed independently from the degree





EPA Timeline and Outcomes



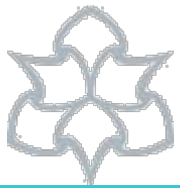
Additional Gateway requirements:

- Completed functional skills
- Off-the-job record at 20%
- Employer Gateway approval

Example Outcomes

- **Apprenticeship:** Chartered Manager Degree Apprenticeship (CMDA)
- **Degree qualification:** BA (Hons) Business Management Professional
- **Chartered Manager Status:** and post nominals CMgr MCMI





95%

Distinction or merit in the EPA and a 1st or 2:1 degree classification

In the last year, over 160 Leadership and Management degree apprentices successfully achieved end-point assessment with Manchester Met.

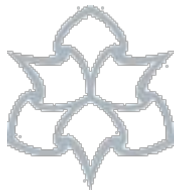


Current results



- **100% participation** and attendance at EPA from apprentices and employers
- **95% achieved a Distinction/Merit** in their EPA and a First/2:1 in the degree
- **100% of synoptic projects** awarded the highest classification of pass+





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2. Overview of the EPA assessment methods



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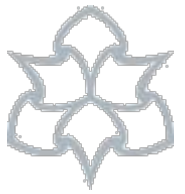
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Holistic assessment of the **apprenticeship Standard** and relevant KSBs.

Portfolio of Evidence

Synoptic Project Report

Project Presentation

Interview or Professional
Discussion

Completed as part of the programme*

- Completed as part of the degree qualification (project units and portfolio units).
- Portfolio contains workplace evidence of the KSBs

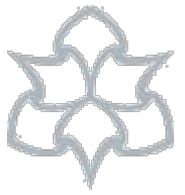
*assessed independently at the EPA

Live Assessment Day*

- Presentation on the outcomes of the project
- Competency based interview (CMDA, RL) or a Professional Discussion (MBA Senior Leader)

*see the assessment plans for specific requirements





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3. Competency-based interviews



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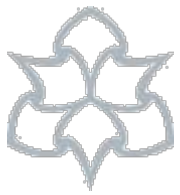
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Competency interviews

For the CMDA and Retail Leadership Live Assessment Days, **competency-based interview questions** are used:

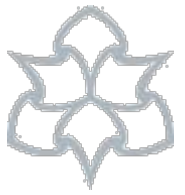
Fail	Pass	Pass+
<p>The apprentice cannot demonstrate competence. They cannot provide evidence of having delivered an operational plan.</p> <p>The apprentice is not able to answer the question with a relevant example even with probing and encouragement</p>	<p>The apprentice can demonstrate competence and provide an example of delivering an operational plan (eg workforce, marketing or maintenance).</p> <p>They can describe the plan and their role in its delivery with some probing and encouragement.</p> <p>The example shows that apprentice has performed adequately in terms of breadth and depth but with some areas for development or improvement but with areas for development and improvement.</p>	<p>The apprentice can demonstrate competence and is one who regularly goes beyond expectations.</p> <p>The apprentice can provide information about more than one operational plan they have delivered and can answer all questions with excellent examples from their experience demonstrating consistent breadth and depth of knowledge and application.</p>

Can you give an example of when you have effectively delivered an operational plan?

Best practice:

- Concrete examples
- Demonstrate high-level leadership and **management skills** (people, resources and outcomes), not just operational-level
- Clear and **confident delivery** (consider techniques such as STAR)

Fig. 6 Example of marking criteria for Competency-Based Interview (extract from CMI guidance)



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4. EPA Support and Guidance



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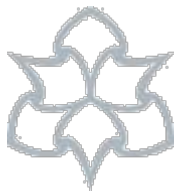
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MMU Degree Apprentices



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- **EPA Guide:** Information and guidance about the full process, including process and best practice (employer resource pages and moodle)
- **Interview and presentation guidance:** available on moodle, or ask your Skills Coach.
- **Skills Coach:** specific questions, best practice and additional support requests. Will ask mock EPA questions during tripartite reviews.
- **Mock questions** and end-point assessment days: available in the EPA guide. Mock assessment days organised prior to EPA



Guidance A | Sample Competency-Based Interview Questions

The CMI have provided sample questions and assessment criteria (available on Moodle and the employer resources page). Further possible topics for discussion are available in Annex 3 of the apprenticeship assessment plan and the following have been produced by the University as examples of possible questions.

Operational performance

A: Operational Strategy

1. Can you provide an example of a time you have supported the development of an organisational strategy or plan?
2. Can you tell us about a time you have delivered an operational plan, including the setting of targets and KPIs, managing of resources etc.?
3. Can you provide an example of a time you have identified and managed appropriate resources to deliver an operational plan?

B: Project Management

1. Can you provide an example of a time you have planned, organised and managed resources in order to achieve organisational goals?
2. Can you provide an example of when you have identified key outcomes and monitored progress?
3. Can you provide an example of a time you have identified risks and created plans for their mitigation?
4. Can you provide an example of a time you have initiated, lead on and driven change within your organisation, identifying and overcoming barriers or challenges?

C: Business Finance

1. Can you tell us about a time you have had to manage a budget and control expenditure?
2. Can you provide an example of a time you have had to access financial data and produce a report?
3. Can you tell us about the use of procurement and contracting in your organisation, and your involvement?

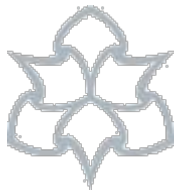
D: Sales and Marketing

1. Can you tell us about a time you have used customer insight and analysis of data to determine and drive customer service outcomes or improve customer relationships?
2. Can you tell us about a time you have analysed your organisation's customer base?
3. Can you tell us about a time you have used a creative approach when finding solutions to meet a customer need?

E: Digital Business and new technology

1. Can you tell us about a time you have identified service or organisational improvements and opportunities for innovation and growth?



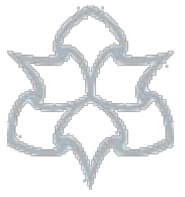


- **Panel interviews:** only for the CMDA programmes
 - **Questions:** be given two questions to ask by the CMI assessors
 - **Notes:** asked to take notes during the interview
 - **Feedback:** provide feedback and context at the end of the interview (although only the CMI representative will formally 'assess' the apprentice)

All employer managers and mentors:

- Mock interviews
- Supporting with presentation skills
- Helping apprentices to identify their impact and achievements





Recap and questions

- The EPA is an **independent assessment** of occupational competency.
- Identify development needs early (eg Sales and Marketing, Finance) and put in place **development opportunities** so that apprentices can talk confidently about these aspects at EPA.
- Treat the EPA as an interview and an assessment: prepare, identify by examples and **practice presentation and interview technique.**

Questions



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