

Chartered Manager in Retail Degree Apprenticeship

Line Manager and Mentor Session

Wednesday 23rd November 2022





Meet the team

Victoria Harte

Programme Manager v.harte@mmu.ac.uk

Dr Rebecca Abushena

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Amie Bentley

Apprenticeship Development Manager a.bentley@mmu.ac.uk

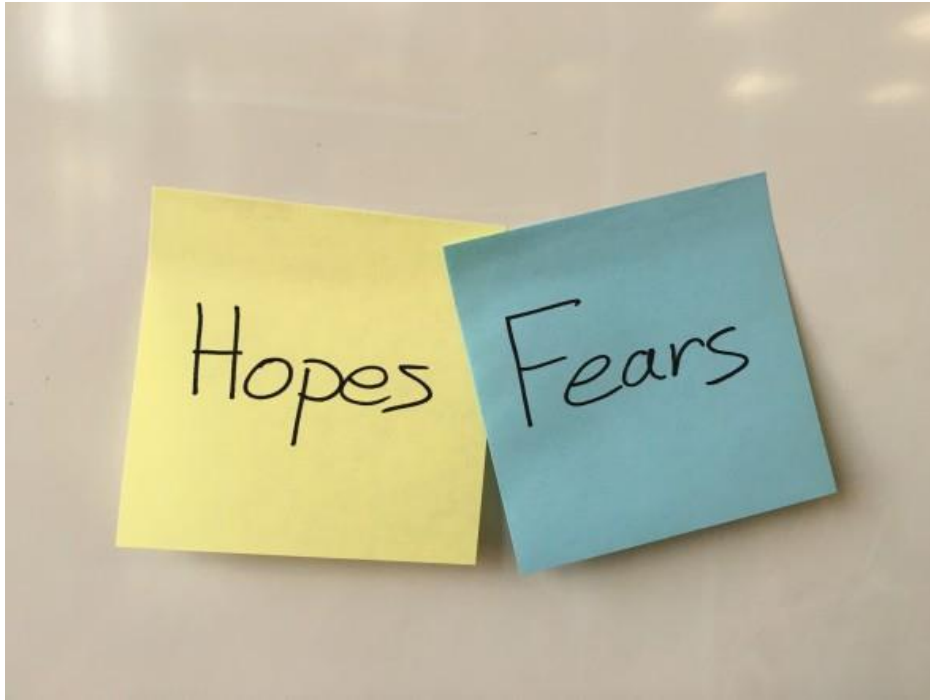
Nico Crutwell-Jones & Tom Garner

Skills Coaches n.crutwell-jones@mmu.ac.uk t.garner@mmu.ac.uk

Welcome and Introduction

Amie Bentley

Apprenticeship Development Manager



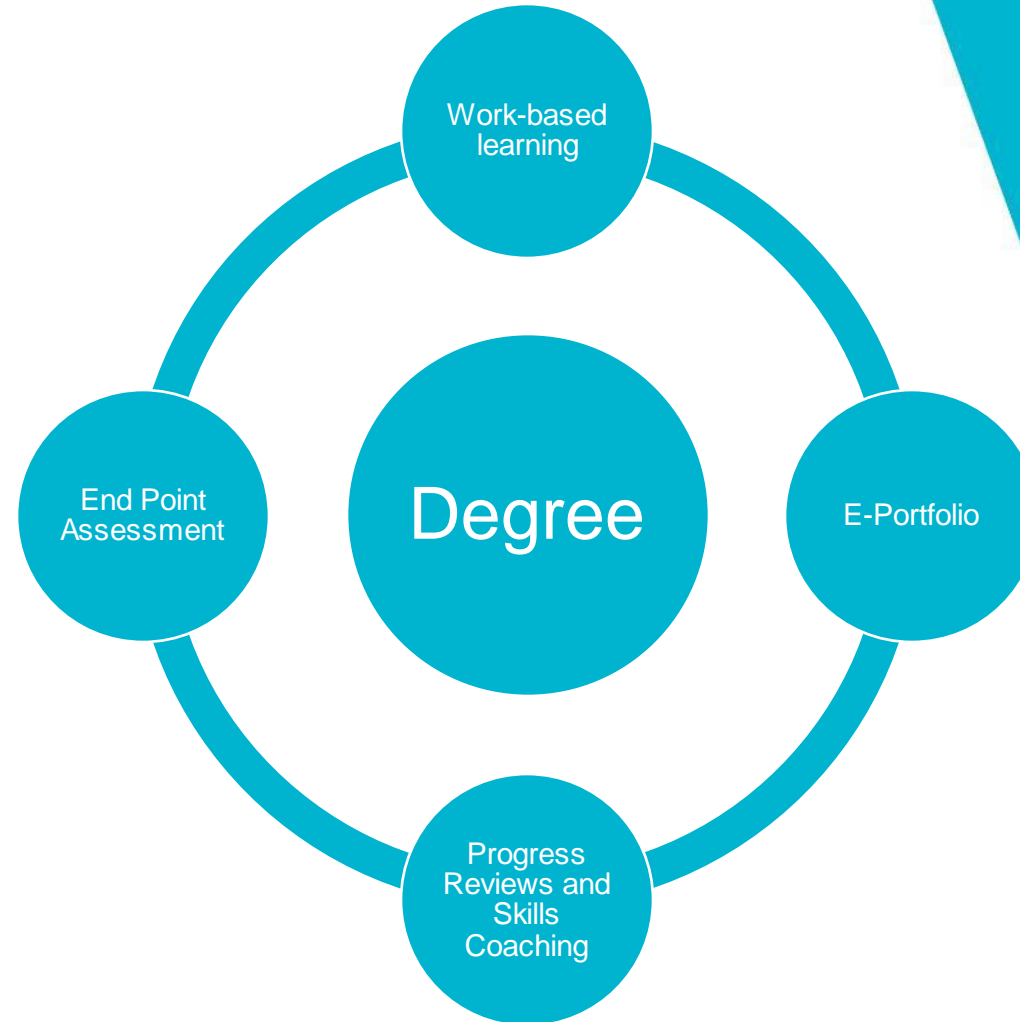
Have you any experience of being a manager or mentor for an apprentice?

Can you describe in one word how you feel about managing or mentoring a degree apprentice?

What would you like to get from the session today?

What is a Degree Apprenticeship?

- A job with training, like any other apprenticeship
- Training delivered via a combination of university study and work-based learning
- Equips apprentices with the Knowledge, Skills and Behaviours required for a particular role (Standard)
- Defined by groups of employers
- Delivery designed to align with full-time work
- Allowance to engage with learning during working hours



Apprenticeship Standard

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 Chartered Manager apprenticeship standard

- <https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree-v1-0>

Programme Overview

Dr Rebecca Abushena

Programme Leader r.abushena@mmu.ac.uk

Programme Structure

Qualifications:

- Level 6 Chartered Manager Degree Apprenticeship
- BA (Hons) Business Management Professional - 4 years

Delivery Model

- 10.5 days a year at Manchester Met
- Weekly webinars to feed into assignment

Assessment

- Maximum of two assessments per unit
- Tailored to the workplace where possible



The Apprenticeship Standard



Unit Structure

	Year 1	Year 2	Year 3	Year 4
Core units	Dynamic Business and Digital Context of Retail	Managing and Leading People in Retail	Finance and Accounting for Retail Managers	Strategy, Digital & Leadership in Retail
	Managing Customer and Stakeholder Relations in Retail	Operations & Technology Management in Retail	Sales & Marketing in Retail	Retail Business Portfolio
Projects	Introduction to Retail Project and Portfolio	Negotiated Retail Business Project (Intermediate)	Negotiated Retail Business Project (Advanced)	Project Management
Portfolio	Portfolio Evidencing Skills and Behaviours with ongoing support from the Skills Tutors			

Timetable

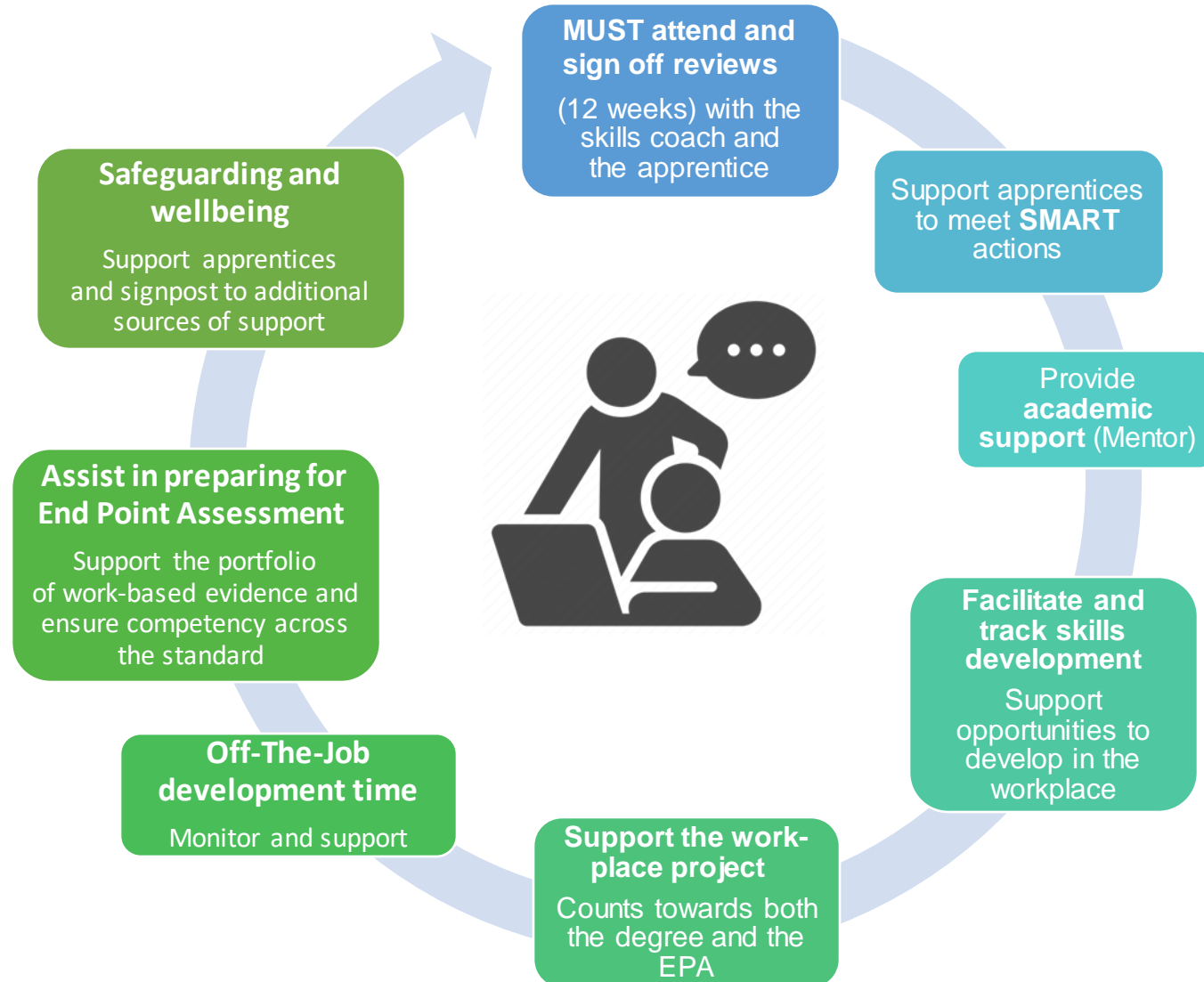
UNIT	DATES	TIMES
Induction	Monday 7 th – Tuesday 8 th Nov 22	9:30am - 5:00pm
Dynamic Business & Digital Content	Wednesday 9 th – Friday 11 th Nov 22	9:30am - 5:00pm
Managing Customer and Stakeholder Relations	Tuesday 21 st to Friday 24 th Mar 23	9:30am - 5:00pm
Introduction to Projects & Portfolio	Tuesday 11 th – Friday 14 th Jul 23	9:30am - 5:00pm
Managing & Leading People in Retail	Tuesday 31 st Oct – Friday 3 rd Nov 23	9:30am - 5:30pm

Supporting your apprentices

Victoria Harte

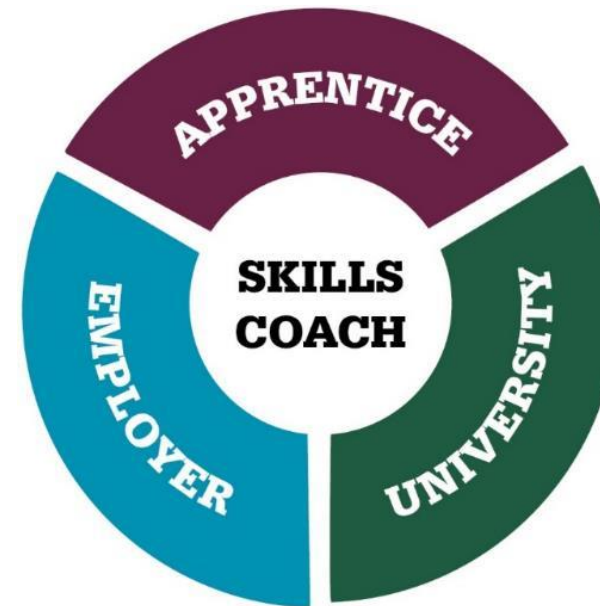
Programme Manager v.harte@mmu.ac.uk

Manager/Mentor role summary



Skills coach

- Each degree apprentice is assigned a dedicated Skills Coach who conducts termly tripart reviews with apprentice and employer mentor to monitor progress and set workplace targets
- Point of contact for apprentice and line manager
- Pastoral support and guidance (e.g. Assessment Mitigation and referrals) and encouragement
- Support and preparation for end-point assessment
- Support the development of the apprentices portfolio



Quarterly Tripart Reviews

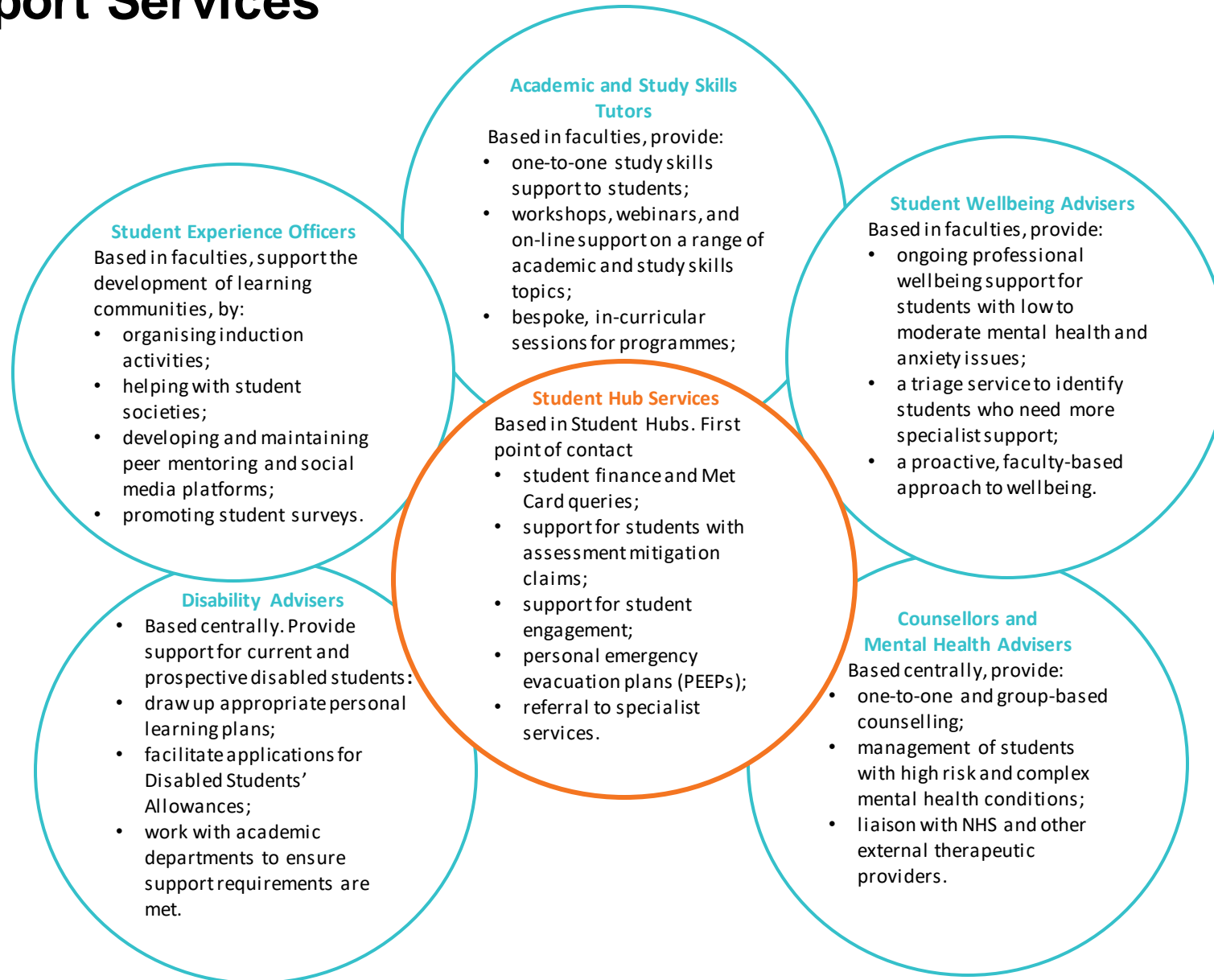
The quarterly review is an opportunity to review progress against the apprenticeship standard, progress in academic studies and work and set joint objectives for the following quarter.

How can line managers/mentors support?

- Line managers must attend the review
- Consider areas of progress before the review
- Consider areas of development before the review
- Consider any positive and/or constructive feedback before the review



Support Services



Off the Job Training (OTJ)

In order to achieve a Degree Apprenticeship the apprentice must complete and record Off The Job training.

Off-the-job training means undertaking a learning activity which is different from what they do during their **normal role**.

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

The activity needs to be specifically linked to the **knowledge, skills and behaviours** outlined in the apprenticeship standard.



Off the Job Training (OTJ)

- Apprentices must be given opportunity to carry out OTJ activity for approximately 6 hours a week.
- 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.
- It needs to take place within their normal working hours.
- Courses completed prior to enrolment will not count as OTJ.



What counts as OTJ?

What counts as OTJ?

Off-the-job development includes:

- University attendance and e-learning
- Assignment development and write-up (in work time)
- Work-based projects
- Shadowing, mentoring and development tasks (this may relate to a skill you need to develop)
- Study skills workshops/webinars
- Work and industry visits
- Training courses and competitions
- Practical training which involves new learning
- Employer induction programme (if it is new learning)
- Reflections on learning
- Reading (related to the standard)
- Development that supports the STANDARD

It does not include:

- Time spent on the initial assessment and on onboarding activities
- Progress reviews
- EPA assessments
- Training outside the apprentice's normal working hours, unless the apprentice is paid for these additional hours or is given time off in lieu
- Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard

E-Portfolio (PICSWeb)

All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio hosted on PICSWebPortfolio (PWP)

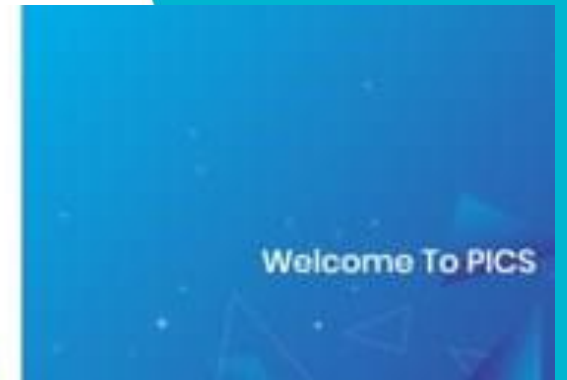
On PWP you can view:

- 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

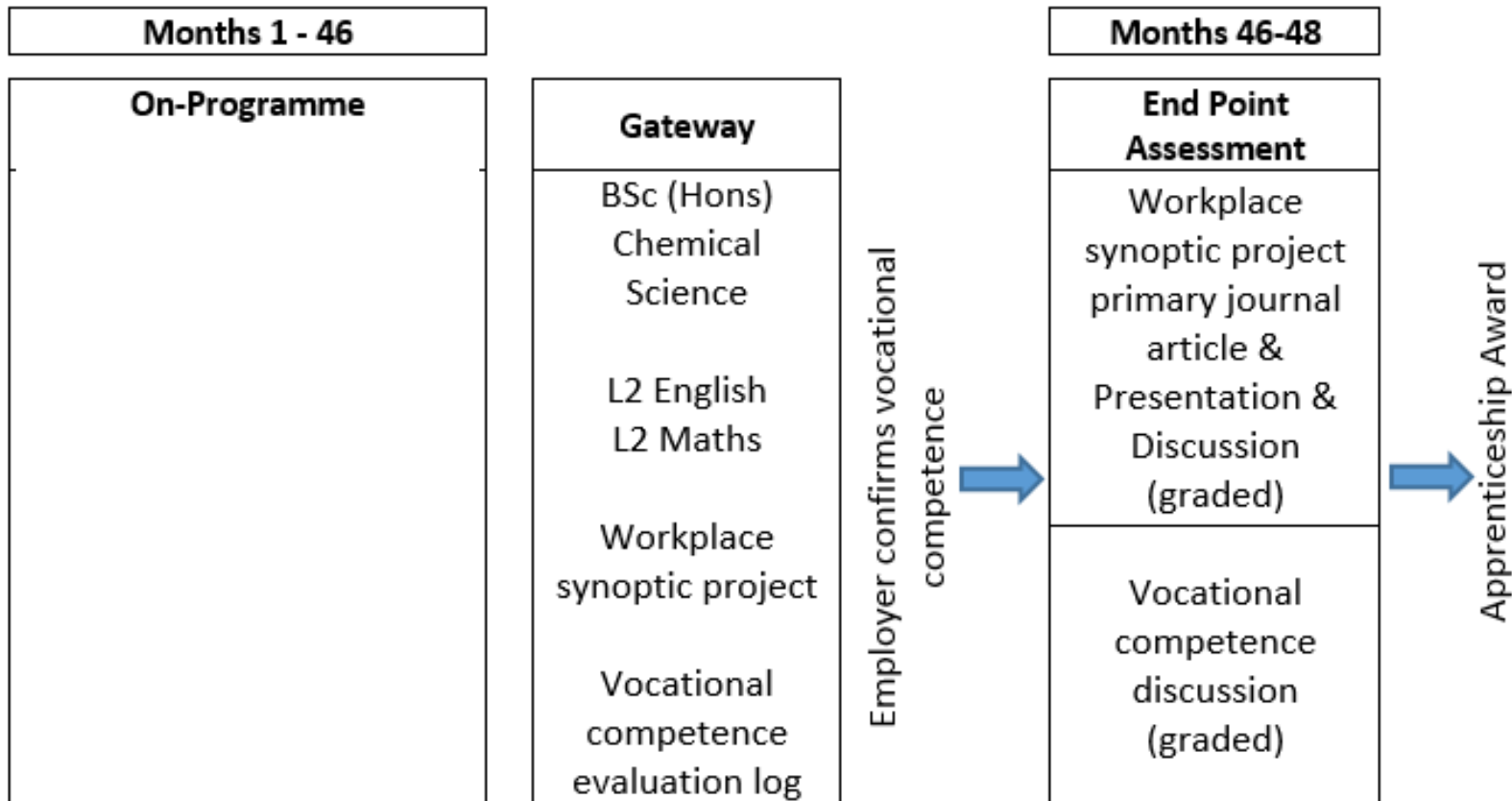
If you have any issues using the system, or any issues with your login credentials please contact

telapprenticeship@mmu.ac.uk



Overview of End Point Assessment (EPA)

End Point Assessment is carried out by an independent 3rd party to assess the apprentice against the vocational competences defined by the apprenticeship standard



Safeguarding apprentices

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

- We have robust safeguarding procedure in place to protect our apprentices
- Our staff are regularly trained on how to identify, support and deal with safeguarding concerns
- Employers must be aware of how to keep their apprentices safe, please familiarise yourselves with our Safeguarding Apprentices handbook on our employer [webpage](#)



SAFEGUARDING APPRENTICES

INFORMATION FOR EMPLOYERS



Support with:

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

Prevent Duty

We facilitate small group and class discussions around:

- Key terminology relating to the Prevent Duty
- The risk of online radicalisation and recent examples
- The support on offer from Manchester Met.

Careers support

- Introduction to careers service
- Networking and managing personal/professional brand
- LinkedIn profile
- Digital safety



Democratic values - we facilitate small group and class discussions about the meaning and importance of democratic values and how to apply them.

EDI – we raise awareness of:

- The 9 key protected characteristics
- Importance of greater representation in the workplace
- EDI opportunities at Manchester Met.
- Opportunities to participate, represent, learn and support
- Contacts, signposting and further training

Democratic values

- **Democracy**
Respect for the rule of law
- **Individual liberty**
- **Respect and tolerance of others**



Projects and Portfolios

Nico Crutwell-Jones & Tom Garner
Skills Coaches

Portfolio – Workplace evidence

What is it? *A portfolio* of evidence demonstrating competency against the **Knowledge, Skills and Behaviours**

Why is it needed? *The portfolio* is **assessed during the End-Point Assessment** to complete the degree apprenticeship and achieved Chartered Manager status

What does it include? *Around 15 to 20 pieces of evidence* including academic assignments, evidence from the workplace and **witness testimonies**. Completion of **Reflection on Evidence** forms.

When is it completed? Apprentices should collect evidence throughout the apprenticeship, **logging this their SKILLS TRACKER** (with support from their Skills Coach) and employer - **EXPOSURE- EXPERIENCE - EVIDENCE.**

Project

A significant **workplace project** undertaken in the final year based on a **strategic business need**.

Important element of the degree and the apprenticeship: forms part of the **End-Point Assessment**

Live project: signed off by the employer and managed by the apprentice across a significant period of time

- Unprecedented/significant change in the business
- Introduction of a new product or service
- Quality assurance process to bring about an improvement
- Cost reduction to be realised across multiple areas of a business

Synoptic: should allow the apprentice to demonstrate a range of skills from across the apprenticeship standard (e.g. finance, communication)

Consider appointing a **project sponsor** who can help with access to necessary **data and information** and encourage organisational buy-in

Project: *Improving delivery performance through training in a franchise fast food outlet*

Aims: Improve refund metrics in a major fast-food outlet by reducing refunds on delivery services from **over 3%** to **under 2%** of sales.

Actions taken: Implementation of standardised training tools included a training checklist, a station layout guide, and a training masterclass to improve staff handling of delivery procedures to increase efficiency and raise customer satisfaction levels.

Impact:

- The project was successful in its aim of reducing refunds on sales of delivery items to **less than 2% of sales**.
- Standardisation of training led to increased motivation and better working relationships between staff members and teams.
- Higher customer satisfaction and increase in delivery and drive-thru orders.



Project: *Embedding Employee Learning and Development in a franchise fast food outlet*

Aims:

- To develop and promote five crew members to crew trainers.
- To implement and develop a training journey for newly hired crew members.
- To create and use a communications system to follow up on training with all levels of the team.

Actions taken:

- Monthly meetings were set up with each level of the team and allowed for a two-way process of communication.
- A communication board was set up and utilised, allowing all levels of staff to assess their own opportunities for training as well as providing guidance on focus areas to crew trainers.

Impact:

- Training percentage of new hires increased by **7%**.
- Empowerment of crew trainers and more efficient operations within the outlet.
- Rise in employee satisfaction of **4%**.
- Rise in customer satisfaction of **20%**.



Any Questions???