

# SODA Degree Apprenticeships Creative Digital Design

Line Manager and Mentor Training  
Sept 2023



KATEMY APPRENTICESHIP  
**AWARD**  
2023-2024



Ofsted  
Outstanding  
Provider



MULTICULTURAL  
APPRENTICESHIP  
AWARDS 2022  
a Pathway Group initiative

**This session will be recorded**

## Agenda

- Introductions
- Degree Apprenticeships & the Standards
- Off-the-job requirement
- Programme structure
  - CDDP Course Content & Y2 Units
- Line Manager's / Mentors role
- Reviews and e-Portfolio
- Confidentiality
- Questions



# Welcome: SODA Apprenticeships Programme Team



Dr Danny Cookney  
**Cluster Programme Leader**  
[d.cookney@mmu.ac.uk](mailto:d.cookney@mmu.ac.uk)

Academic lead and responsible for the SODA apprenticeship programmes. Supported by a talented group of Unit Leads who have experience in their specialist fields



Jess East  
**Programme Manager:**  
[J.East@mmu.ac.uk](mailto:J.East@mmu.ac.uk)

Has overall responsibility for supporting the development and delivery of Digital Programmes and Line Managers the Skills Coaches



Jo Carney



Alex Barker

**Apprenticeship Development Team**  
Employer 'go to' point at the university for new starters and strategic issues. Provides MI on progress. Employer voice in programme development, recruitment, and EABs.

# CDDP SKILLS COACH TEAM



**Tracy Thomson**

Digital Skills Coach

[T.Thomson@mmu.ac.uk](mailto:T.Thomson@mmu.ac.uk)



**James Webster-Gardiner**

Digital Skills Coach

[James.Webster-Gardiner@mmu.ac.uk](mailto:James.Webster-Gardiner@mmu.ac.uk)

# 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](http://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*

# RATEMYAPPRENTICESHIP

TOP UNIVERSITY 2019, 2020, 2021, 2022 & 2023

- Manchester Met named the UK's top rated university provider for degree apprenticeships for fifth year running
- The list is based solely on students' reviews of their apprenticeships through the RateMyApprenticeship website
- Manchester Met has received over 900 verified reviews
- 15+ employers were listed in the Top 50 Employers category
- You can submit a review each year that you're an apprentice, and receive a £5 Amazon voucher or donation to charity for each review  
[ratemyapprenticeship.co.uk/rate-your-apprenticeship](https://ratemyapprenticeship.co.uk/rate-your-apprenticeship)



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



Chartered Manager degree apprentice

★ RATEMY APPRENTICESHIP



# WHAT OUR APPRENTICES ARE ACHIEVING

- 40% of Manchester Met apprentices are the first in their family to go to university
- 34% of current Manchester Met STEM apprentices are women, compared to 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

# 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.*



**Liz Gorb** | Director of Apprenticeships

# WE CELEBRATE SUCCESS – MAN MET PROUD



Digital Provider of the Year  
AAC Awards 2023

Northwest W Apprenticeship Awards 2023  
Manchester Met – Provider of the Year  
Amy Pridding – CDT Apprentice of the Year  
Ryan Pitt – Highly Commended in CDT

SODA building  
RIBA North West 2023 award  
winner & national finalist



# Creative Digital Design Professional Degree Apprenticeship

**Qualification:** BA (Hons) Creative Digital Design

**Duration:** 48 months

## Delivery Model

- Blended model
- 1 intensive 2-day teaching block on-campus + 2 x 0.5 days online per units
- Interactive Q&A sessions to check workplace application

**School of Digital Arts (SODA)** in collaboration with **Business School**.



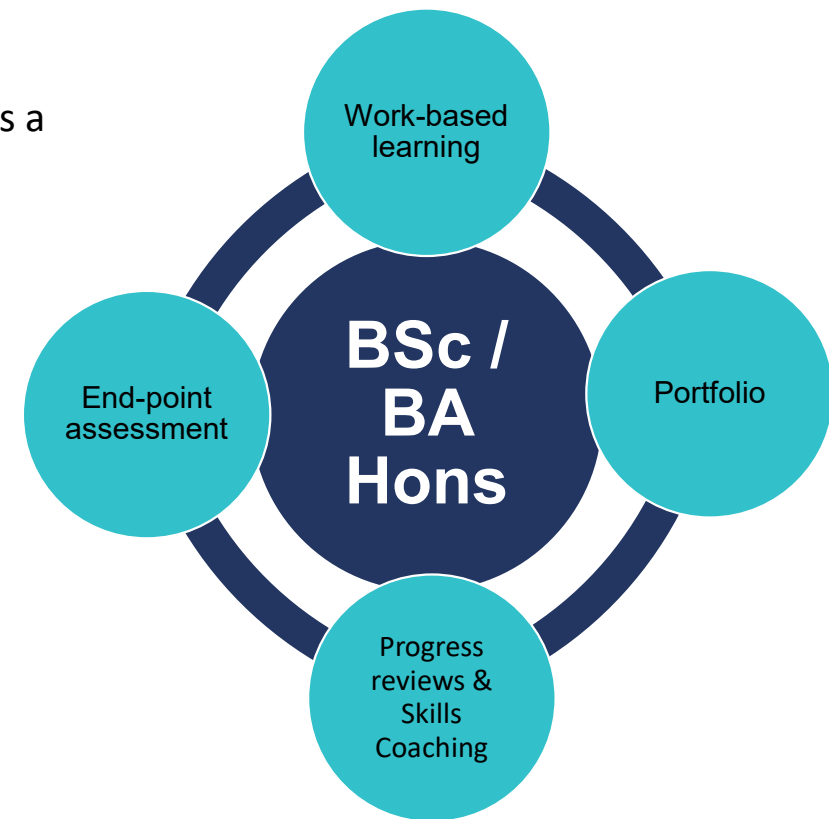
# CDDP

Developing capable, confident and creative  
digital professionals equipped for a rapidly  
changing digital world



## Degree Apprenticeships

- Develops the knowledge, skills and behaviours to support work as a Digital Professional
- Builds upon Apprenticeship Standard
- Latest academic theory and dynamic curriculum
- Fully-accredited degrees
  - 4 years part-time
  - BSc or BA (Hons)



# 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 Apprenticeship standards :

## [Creative Digital Design Professional \(Integrated Degree\)](#)



The screenshot shows the website for the Creative Digital Design Professional (Integrated Degree) apprenticeship standard. The page is titled "CREATIVE DIGITAL DESIGN PROFESSIONAL (INTEGRATED DEGREE)" and includes a navigation menu with options like "About", "Ensuring quality", "Occupational maps", "Qualifications", "Apprenticeships", and "Apprenticeship search". The main content area is divided into several sections:

- Overview of the role:** Providing digital design solutions to internal and external clients, across a range of sectors and contexts.
- Details of standard:** Includes an occupation summary, a description of the role, and a list of typical job titles.
- Occupation duties:** A table with three columns: Duty, Criteria for Measuring, and KSBS.
- Find an apprenticeship:** A search bar with the placeholder "Provide".
- Find apprenticeship training providers that deliver this standard:** A search bar with the placeholder "Provide".
- Find an end-point assessment organisation:** A search bar with the placeholder "Provide".
- Are you considering applying to assess against this standard?:** A search bar with the placeholder "Provide".
- Contact us about this apprenticeship:** A dropdown menu with the placeholder "Select the type of contact".
- Employers involved in creating the standard:** A list of employers including Dulon and Soley, Craven, I Resources, Orange Bus, Enigma Interactive, Sarge, Everything Different, Horizonworks, DWP, Lloyds Banking, BBC, and Horizonworks, Resources.

**What, and when,  
is 'Off the Job' ?**

# 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”*

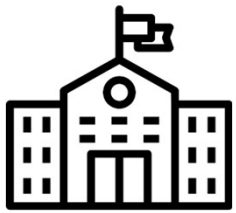


Can be delivered **flexibly**.  
For example: as a part of each day,  
one day per week, one week out  
of five or as block release

# HOW IT MIGHT WORK FOR YOU...



# GOOD EXAMPLES OF OTJ TIME



University  
attendance



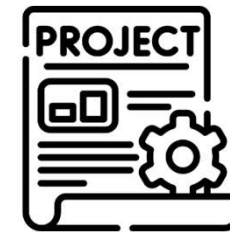
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects



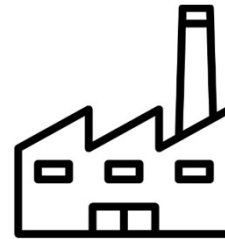
Shadowing and  
mentoring



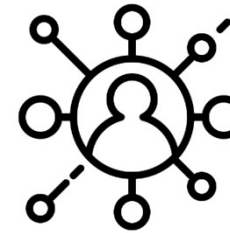
Relevant/  
mandatory  
training



Study skills



Industry visits



Outreach  
activities

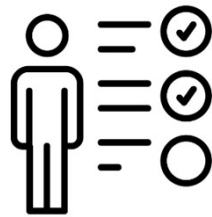


# DETERMINE WHETHER AN ACTIVITY COUNTS AS OTJ



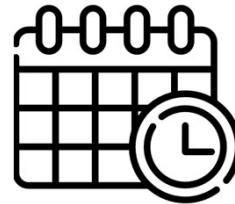
Is it directly relevant to the apprenticeship standard or framework?

NO



Is it teaching new knowledge, skills and behaviours?

NO



Is the learning taking place within the apprentice's normal working hours (paid hours excluding overtime)?

NO



If it's English or maths, is it above level 2?

NO



This isn't off-the-job training



This counts as off-the-job training

Off-the-job can be at the apprentice's usual place of work, university, or at an external location

# Academic Programme

# CDDP UNITS

YEAR 1	Creative Digital Design Fundamentals	Graphic Design Fundamentals	Introduction to User Experience
	Accessible Design	Platform Production Fundamentals	Visual Identity & Branding
YEAR 2	Data Visualisation and Storytelling	Digital Media Platforms 1 - User Interface	Digital Media Platforms 2 - Audio-visual
	The Communication of Ideas	Concept and Prototype Development	Managing/Operating Digital Brands
YEAR 3	Workflow, Process and Practice	Project Design and Delivery	Digital Design Governance
	Emerging Platforms and Technologies - 3D	Digital Media Platforms 3 - Immersive	Technology and Design Emerging Practice
YEAR 4	Production Planning and Management	Synoptic Project: Define and Design (30 credit)	CDDDA Synoptic project: Do and review (20 credit)
	Design Leadership and Strategy		
	Career Development and Portfolio (10 credit)		

Year 2 Academic  
Overview

# BA (Hons) Creative Digital Design Professional



The BA (Hons) Creative Digital Design Professional Degree Apprenticeship is four-year programme responding to the needs of industry for compelling digitally enabled design solutions for internal and/or external clients, across a range of sectors and for a range of different contexts.

Apprentices will implement design concepts to develop, communicate new products and provide design solutions utilising digital design technologies. They will be responsible for creating digital design solutions for a wide range of areas including online services, installations, design for devices, interactive services and mobile applications.

# QAA Subject Benchmarks - Computing

1.1 In as much as human ingenuity and creativity has fostered the rapid development of the discipline of computing in the past, courses in computing should not limit those who will lead the development of the discipline in the future.

1.2 Computing is concerned with the understanding, design and exploitation of computation and computer technology one of the most significant advances of the twentieth and twenty first centuries. It is a discipline that:

- blends elegant theories (including those derived from a range of other disciplines such as mathematics, engineering, psychology, graphical design
- or well founded experimental insight) with the solution of immediate practical problems
- underpins the development of both small and large scale, secure, reliable and usable systems that support organisational goals
- helps individuals in their everyday lives
- is pervasive ubiquitous and diversely applied to a range of applications, and important components are often invisible to the naked eye.



# QAA Subject Benchmarks – Art & Design 1

1.2 The study of art and design as an academic and intellectual pursuit, develops a range of cognitive abilities related to the aesthetic, ethical and social contexts of human experience. Engagement in the study of art and design is therefore a commitment to improving the quality of one's own and others' experiences, and this Statement acknowledges a responsibility towards sustainable development and to equipping students to work in a way that contributes to society, the economy and the environment, both in the present and for the future.

1.3 The subject of Art & Design and its disciplines are in a continuous state of evolution and cross-fertilisation

1.6 Courses in art and design emphasise imagination and creativity and are designed to develop intellectual powers and their ability to communicate a rigour in process and thought... Learning in art and design stimulates the development of an enquiring, analytical and creative approach, and develops entrepreneurial capabilities. It also encourages the acquisition of independent judgement and critical self-awareness. Commencing with the acquisition of an understanding of underlying principles and appropriate knowledge and skills, students normally pursue a course of staged development progressing to increasingly independent learning.

# CDD units

Creative  
Digital Design  
Programme

YEAR 1

YEAR 2

YEAR 3

YEAR 4



Creative Digital Design Fundamentals	Graphic Design Fundamentals	Introduction to User Experience	Platform Production Fundamentals	Accessible Design	Visual Identity and Branding
Data Visualisation and Storytelling	Digital Media Platforms 1: User Interface	Digital Media Platforms 2: Audiovisual	The Communication of Ideas	Managing/ Operating Digital Brands	Concept and Prototype Development
Digital Design Governance	Workflow, Process and Practice	Project Design and Delivery	Emerging Platforms and Technologies: 3D	Technology and Design Emerging Practice	Digital Media platforms 3: Immersive
Production Planning and Management	Design Leadership and Strategy	Career Development and Portfolio	CDD Synoptic project: Define and Design	CDD Synoptic project: Do and Review	

# Units

Creative  
Digital Design  
Programme

YEAR 2

Data Visualisation  
and Storytelling

Digital Media  
Platforms 1: User  
Interface

Digital Media  
Platforms 2:  
Audiovisual

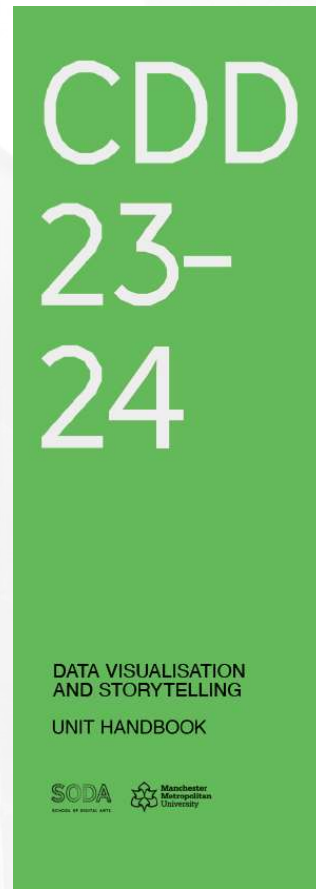
The  
Communication of  
Ideas

Managing/Operati  
ng Digital Brands

Concept and  
Prototype  
Development

## Units

Unit Handbooks provide information relating to delivery and support.



Creative  
Digital Design  
Programme

# Semester 1 Overview



# Units

Creative  
Digital Design  
Programme

SEM 1

Data Visualisation  
and Storytelling

Digital Media  
Platforms 1: User  
Interface

Digital Media  
Platforms 2:  
Audiovisual

LEVEL 4

LEVEL 5

# Units

Creative  
Digital Design  
Programme

SEM 1



Data Visualisation  
and Storytelling



Digital Media  
Platforms 1: User  
Interface



Digital Media  
Platforms 2:  
Audiovisual



# Units

Creative  
Digital Design  
Programme

SEM 1

Data Visualisation  
& Storytelling

Digital Media Platforms 1:  
User Interface

Digital Media Platforms 2:  
Audiovisual

In Years 1-3, apprentices will be undertaking three units per semester that have this same structure: one longer unit and two shorter.

In each of these semesters, and as with Year 1, you they be working on two units at a time.

# Units

Creative  
Digital Design  
Programme

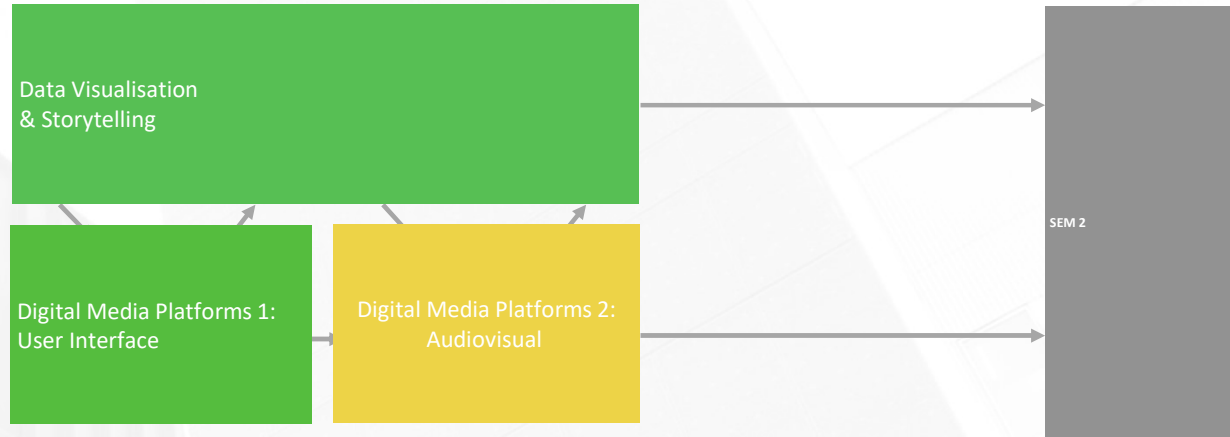
SEM 1

Data Visualisation  
& Storytelling

Digital Media Platforms 1:  
User Interface

Digital Media Platforms 2:  
Audiovisual

SEM 2



# Units

Creative  
Digital Design  
Programme

YEAR 2

Data Visualisation  
& Storytelling

Digital Media Platforms 1:  
User Interface

Digital Media Platforms 2:  
Audiovisual

The Communication of Ideas

Managing/Operating Digital  
Brands

Concept & Prototype  
Development

SEMESTER 1

SEMESTER 2

# Learning Objectives

Creative  
Digital Design  
Programme

SEM 1

## Data Visualisation & Storytelling

Identify and distinguish data visualisations techniques and processes.

Draw on and apply theoretical concepts that underpin data visualisation.

Employ and review appropriate workflows to analyse and represent data and concepts visually.

## Digital Media Platforms 1: User Interface

Recognise and apply creative design workflows in a user interface for a social application.

Apply the principles of user interface design through the creation of a cohesive user interface product.

Observe and implement platform user interface design structures.

## Digital Media Platforms 2: Audiovisual

Analyse and apply creative design and technical workflows in a media production project.

Employ the principles of media production through producing a cohesive digital media artefact.

Survey and implement media design structures through application in digital media production.

**“A key strength of modern digital design is how it can improve communication of a range of concepts and data. Through engagement with frameworks for data visualisation in this unit, apprentices will develop the ability to interpret, query and to visualise data and complex information and become data storytellers.”**



**“Apprentices will distinguish the different use cases for social media platforms through their origins, current usage and possible future applications. By preparing a variety of assets and measuring their effectiveness, apprentices will investigate the data-driven aspects of modern digital design, as well as analysing the different methods used to communicate with platforms.”**

**“Creative Design includes the successful application of Audio-visual elements as part of the digital design process. Apprentices will prepare and produce combined moving image and audio content through a process of applied theory in a structured workflow. This will include stages from narrative structuring through planning to production and editing.”**

# CDD KSB Mapping Year 2

Creative  
Digital Design  
Programme

SEM 1

Data Visualisation  
& Storytelling

K8, K17, S1, S4, S5

Digital Media  
Platforms 1: User  
Interface

K4, K5, K7, K9, K10, K16, S2, S3, S4, S5, S10, B1

Digital Media  
Platforms 2:  
Audiovisual

K2, K4, K5, K10, S2, S4, S10, S14, S17, B1

# CDD KSB Mapping Year 2 (continued)

Creative  
Digital Design  
Programme

SEM 2

The  
Communication of  
Ideas

K6, S6, S7, S8, S12, B5

Managing/  
Operating Digital  
Brands

K4, K7, K11, K12, S3, S6, S7, S13, S16, B5

Concept & Prototype  
Development

K7, K8, K11, K15, S4, S5, S6, S16, B1

One other aspect that we want to push this year is evidencing work. After speaking to Skills Coaches, we will be looking for apprentices to develop a more flexible area for portfolio work alongside Picsweb.

We are suggesting that this could be collated using a OneDrive, an Adobe portfolio or another easily editable format that can be linked to the area where apprentice are evidencing/collating their work.

# CDD Semester 1 key dates

\*Tables are split to denote AM and PM for each day\*  
CDD Y2 – SEMESTER 1

W/C 18<sup>th</sup> September 2023

M	T	W	T	F
Induction (SODA)	1J4Z1054 (SODA)	1J4Z1055 (SODA)		
Induction (SODA)	1J4Z1054 (SODA)	1J5Z1055 (SODA)		

W/C 9<sup>th</sup> October 2023

M	T	W	T	F
1J4Z1054 (SODA)	1J4Z1055 (SODA)			
1J4Z1054 (SODA)	1J5Z1055 (SODA)			

W/C 30<sup>th</sup> October 2023

M	T	W	T	F
1J4Z1055 (online)	1J4Z1055 (online)			

W/C 13<sup>th</sup> November 2023

M	T	W	T	F
1J4Z1051 (SODA)	1J4Z1051 (SODA)			
1J4Z1051 (SODA)	1J4Z1051 (SODA)			

W/C 27<sup>th</sup> November 2023

M	T	W	T	F
1J4Z1054 (online)	1J4Z1051 (online)			

W/C 11<sup>th</sup> December 2023

M	T	W	T	F
1J4Z1054 (online)	1J4Z1051 (online)			



# CDD Semester 1 Deadlines

Data Visualisation  
& Storytelling

• 19/01/24

Digital Media  
Platforms 1: User  
Interface

• 03/11/23

Digital Media Platforms 2:  
Audiovisual

• 12/01/24

The academic work works best when related to the work that is undertaken within the organisation that employs you.

To assist this, we will be making some supporting documents available to your Line Managers/Mentors so that they can help select relevant projects to incorporate within apprentices assessable work.

For example, there could be an upcoming piece of work at an organisation that might suit a brief's requirement. With that detail on the unit, a manager could then look to plan that within a workload.

Creative  
Digital Design  
Programme

# Questions?



# Programme assessments

- Practical application of ideas
- Nothing in the abstract, relies on real-world situations for work-based learning
- Proposals, essays, designs, content creation, reports, portfolios, videos
- Line Manager Assignment Overview

Unit name	Graphic Design Fundamentals
Unit code	1J4Z1050
Other connected units:	
Visual Identity and Branding The Communication of Ideas	
Line manager synopsis:	
<p><b>Unit overview:</b></p> <p>This unit explores the fundamental theories, principles and methods of graphic design practice including the use of image, typography, colour, hierarchy, scale, grids and composition within digital design layouts. Apprentices will undertake research within the field of design and related areas of visual culture and explore the introduced concepts via the production of practical digitally produced design work as supported by tutor and peer/industry critique.</p> <p>An example of a graphic design output from within the apprentice's organisation will be selected on the understanding that there are aspects that can be improved. Apprentice's will annotate the existing design while considering how it performs against what has been established as fundamental design principles. Following this process, a redesign process will take place using a rationale that is drawn from the apprentice's background reading and understanding of successful and functional graphic design.</p> <p>An example submission might consist of an overview of company email communications that are intended to keep customers up to date with an ongoing transaction. Following the apprentice's detailed critique of the current email format, it may be found that the hierarchy of information is flawed; that it seemingly prioritises detail that is not immediately required by the user. Additionally, it may be argued – with support from research – that a graphic device could better illustrate where the customer is in terms of completing the transaction. The apprentice will then look to demonstrate an improved version complete with notes that highlight and explain the changes.</p> <p><b>Content covered:</b></p> <p><b>Session 1</b> The underpinning principles of graphic design and how we can evaluate a designed product. Design terminology and definitions. Analysing our own organisations' graphic design materials.</p> <p><b>Session 2</b> Key movements and schools of design including a historical perspective. Referencing.</p> <p><b>Session 3</b> Redesigns: overview of previous projects. Changing culture through design.</p> <p><b>Session 4</b> Writing about design. Assessment support.</p> <p><b>Learning outcomes:</b></p> <p>LO1 Locate and analyse a diverse range of research material relating standard methods graphic design practice (K1, K2). LO2 Formulate a variety of creative responses which utilise fundamental graphic design theories, principles and methods (K1, K2, S2). LO3 Produce a portfolio of relevant finished digital design artefacts (S3).</p>	

# CONFIDENTIALITY IN ASSESSMENTS

We take confidentiality very seriously.

- Common sense / Professionalism
- NDA in small number of cases
- Students are advised to carefully follow their employer's confidentiality policy

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





# DEGREE CLASSIFICATIONS

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

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





# Learner Support

# 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
- Point of contact for apprentice and line manager
- Pastoral support and guidance (e.g. Evidenced Extensions and referrals) and encouragement
- 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

## Line Manager's role

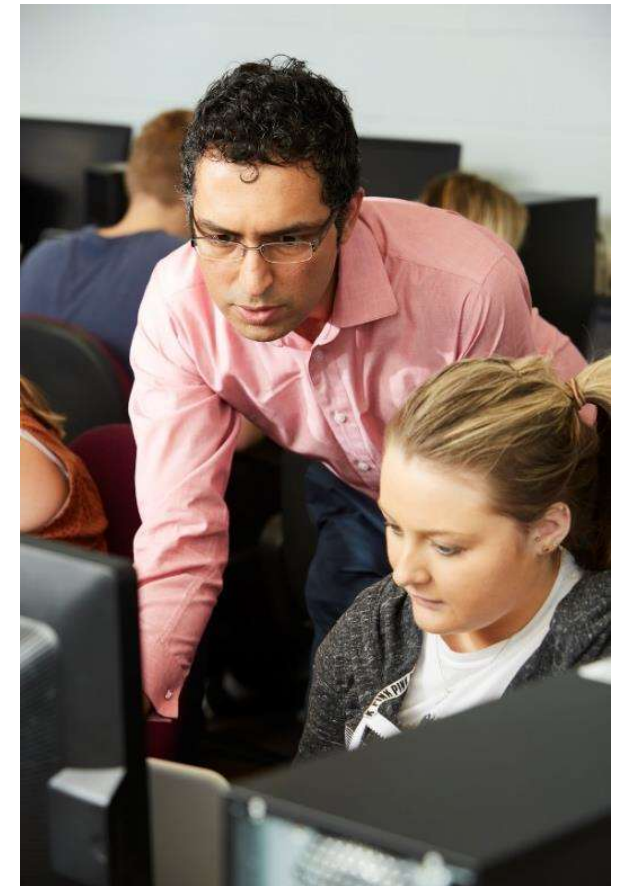
- Re-enforce University attendance policy
- Give direction to assignment briefs
- Regular one-to-ones with apprentice – give constructive feedback
- Encourage them to network and access expertise within the organisation to develop skills and behaviours
- Be conscious of their assignment deadlines & attendance days
- Read assignments before submission and check that it does not breach your confidentiality policy
- Attend tri-partite reviews with your apprentice and their Skills Coach
- Where possible not approve annual leave during on campus time.



***Above all, the line manager should be ready to expose the Apprentice to new experiences in the workplace that will allow them to put practice and develop their emerging Knowledge, Skills and Behaviours***

## Reviews

- Apprentice, line manager, Skills Coach
- In the workplace / conference call / video meeting
- Every 12 weeks
- Approximately one hour
- Line manager is required to be present for the last half hour, welcome for the whole hour
- You do not have to wait until the next scheduled meeting if you have any issues or concerns



## Reviews-Why we do them?

- Three-way dialogue between the line manager and/or mentor
- University and work progression
- Identifying any support needs
- SMART target setting
- Development of the e-portfolio
- Capturing Skills and Behavioural evidence in the workplace



# 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





# TIPS

- **Get comfortable with the Standard and KBSs**
- **Ensure good communication**
  - Arrange regular one-to-ones to monitor progress.
  - Make sure apprentices tell you when reviews are scheduled 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.
- **Work hand-in-hand with Skills Coach**
  - Ensure your apprentice accesses the support available.

# Identify great projects. Share & celebrate your apprentices



## Degree apprenticeships

Outstanding success

"Since embarking on this programme, I have found myself more frequently thinking as a designer would, asking more questions and looking at the intention behind designs. The exercises we have done in class have challenged me to be more innovative."

**"THE PROGRAMME HAS REALLY HELPED BUILD UP MY CONFIDENCE WITHIN THE WORKPLACE. I FEEL LIKE I NOW HAVE A LEVEL OF EXPERTISE WHERE I CAN OFFER VALUE TO MY TEAM."**

I feel optimistic about the position I will be in at the end of my apprenticeship. Not only will I be fully qualified for a creative director role, but I will also have completed many years of valuable work experience within a well-known luxury business."

Abigail Abrahams  
Creative Digital Design Professional Degree Apprentice  
Christie's



Creative Digital Design Professional Degree Apprenticeship  
Find out more about the programme [here](#)



Featuring our expert panel



Sarah Parks: Graphic design degree apprentice at JCB



Coral Grainger: Apprenticeship development manager at Manchester Metropolitan University

**Degree Apprenticeships at Manchester Metropolitan U...**  
3,504 followers  
4mo · 🌐

🔥 As a Digital User Experience (UX) degree apprentice at **Auto Trader UK**, Eniya has been given the opportunity to collaborate with designers and developers to bring her designs to life.

🗨️ "That's never happened before."

Watch her video 📺  
<http://ow.ly/6Tla50ObXk9>



👍👍👍 73 11 comments · 6 reposts

Like Comment Repost Send

**Eniya Ali** · 1st  
Product Design Apprentice at Auto Trader UK  
4mo · 🌐

**AJ Bell**  
32,651 followers  
6mo · Edited · 🌐

This week's spotlight is on **Amy Pridding**, Digital UX Apprentice and recent winner of Apprentice of the Year, Tech, Digital and Creative at the North West Apprenticeship Awards.



## SPOTLIGHT

Amy Pridding

Why did you choose an apprenticeship at AJ Bell?  
I saw that AJ Bell had been listed in the Top 100 Best Companies to Work For year after year, which is something that is important to me as a happy employee is an effective one. Only this but they are very interested to apprentices, with a dedicated Apprenticeship Team and programmes that have been running successfully for years.

What have you enjoyed most about the apprenticeship?  
I have thoroughly enjoyed this apprenticeship, especially the social and cultural side of it. I've also been given several opportunities to represent Women's Day talking about my experiences working in tech and representing Manchester Metropolitan University by meeting with the Minister of Higher and Further Education.

What do you get up to away from work?  
I'm a huge Formula 1 fan, I love watching the races on the weekends. I'm also a fan of the Manchester United football team. I'm also very lucky enough to go to the Grand Prix this year. I've got to see all the drivers and watch my favourite in person. I am planning to go to the British Grand Prix next year. I'm also very close to my family, especially my Nan, and love seeing her all on the weekends.

Apply now  
[el.co.uk/group/careers](http://el.co.uk/group/careers)

# Systems and Support

## E-Portfolio (PICSWeb)

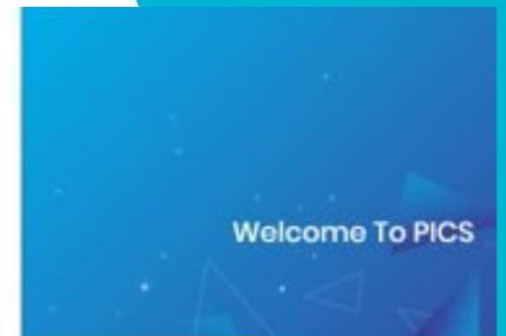
All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio hosted on PICSWebPortfolio (PWP)

On PWP you can view:

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

Line Managers will have been sent log-in information and a user guide

If you have any issues using the system, or any issues with your login credentials please contact [telapprenticeship@mmu.ac.uk](mailto:telapprenticeship@mmu.ac.uk)



# 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

## 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

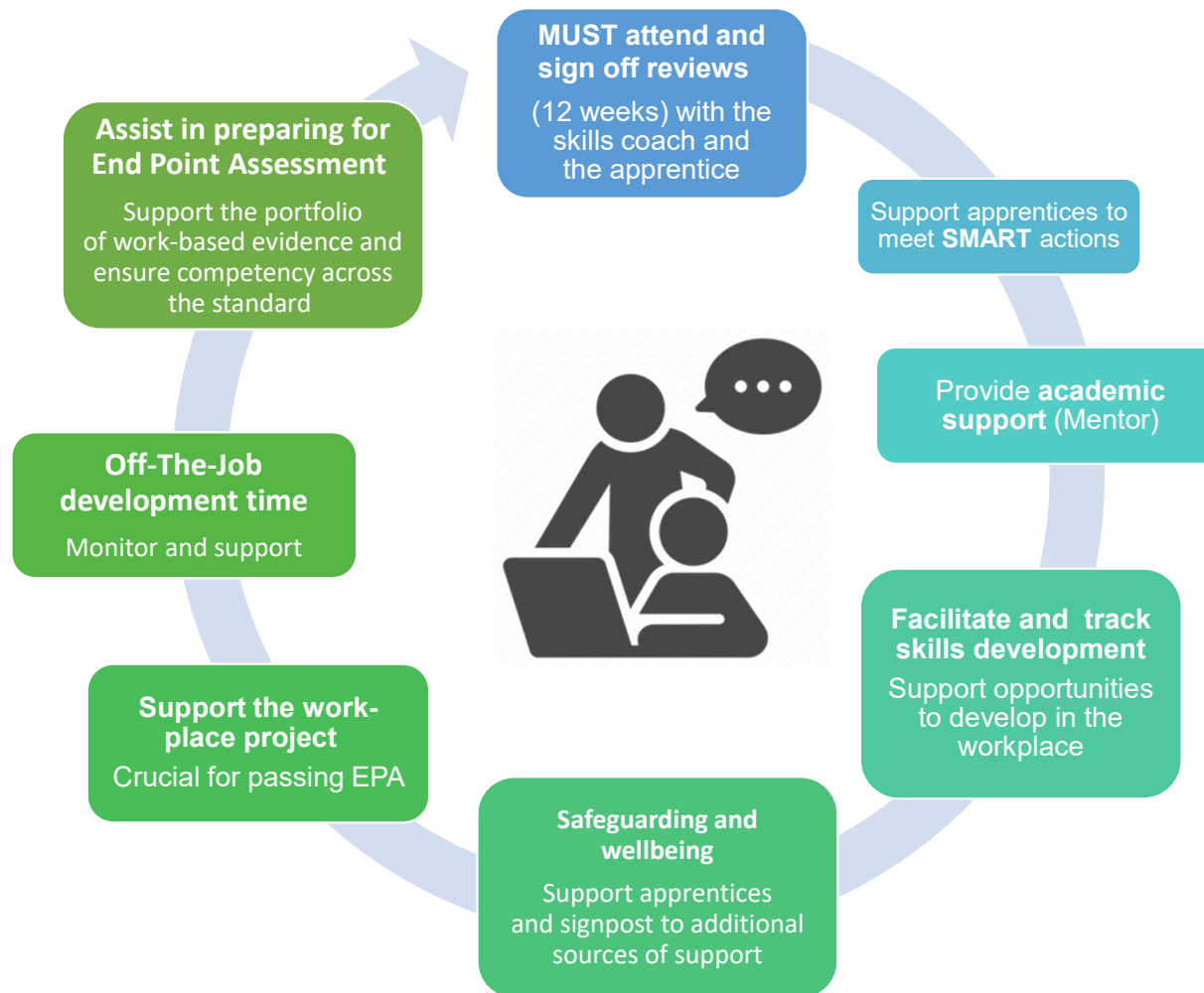
Non-academic related queries including:

- 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

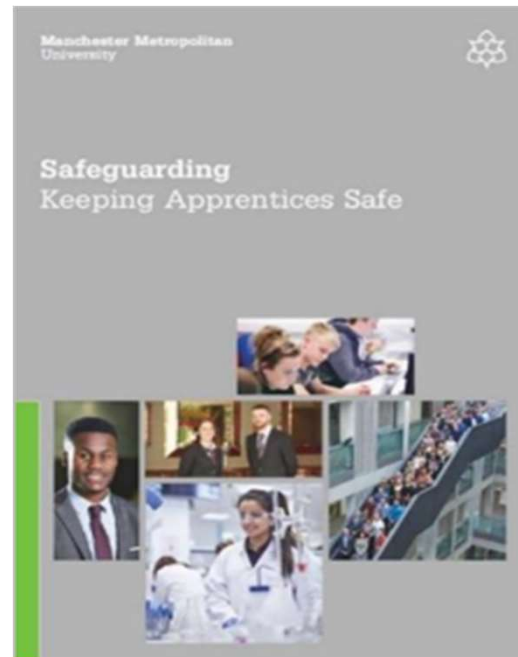
# Manager/Mentor role summary





# Communication

## Support material – Employer Resource Pages



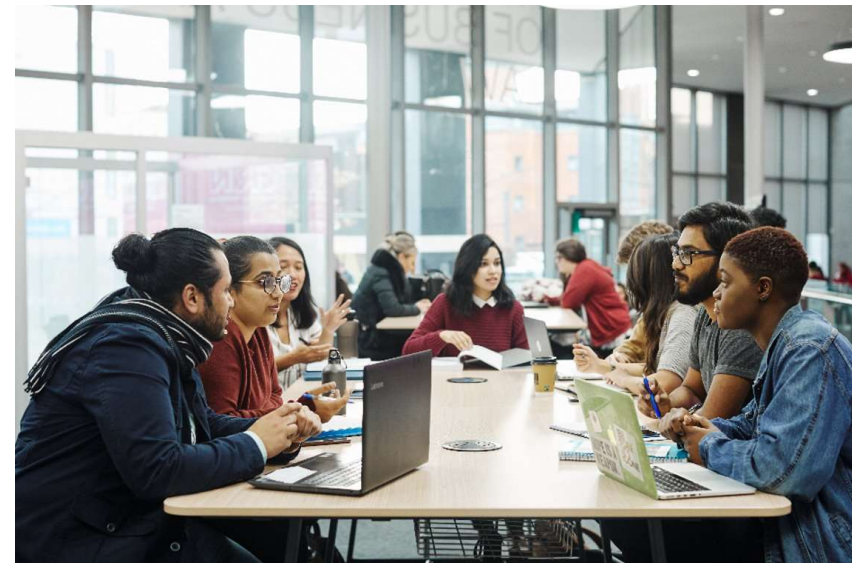
Welcome to Manchester Met's degree apprenticeship employer resources pages. You will find general information below, as well as links to course-specific documentation. We also have a dedicated brochure page. Please contact your Apprenticeship Development Manager, email [apprenticeships\\_employer@mmu.ac.uk](mailto:apprenticeships_employer@mmu.ac.uk), or call (+44) 0161 247 3720 (9:00am - 4pm Monday to Friday) if you have any further questions.

KEY DOCUMENTS	▼
COURSE-SPECIFIC RESOURCE PAGES	▼
APPRENTICESHIP OFF-THE-JOB GUIDANCE	▼
E-PORTFOLIO GUIDE AND HOW TO GAIN ACCESS	▼
END-POINT ASSESSMENT (EPA)	▼
SAFEGUARDING ADVICE	▼

[Employer Resource Area landing page](#)  
[CDDP Specific Information for Managers](#)

## Recap and questions

- Understand the **CDDP standards** to help your apprentice identify opportunities for development and application of knowledge in the workplace.
- Help your apprentices to identify **suitable workplace activity**.
- Meet with your apprentice regularly to offer support, **monitor progress** and help to build strong workplace connections.
- Get in touch if there are any issues: [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)



# QUESTIONS



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**Twitter:** @MMUApprentice

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

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