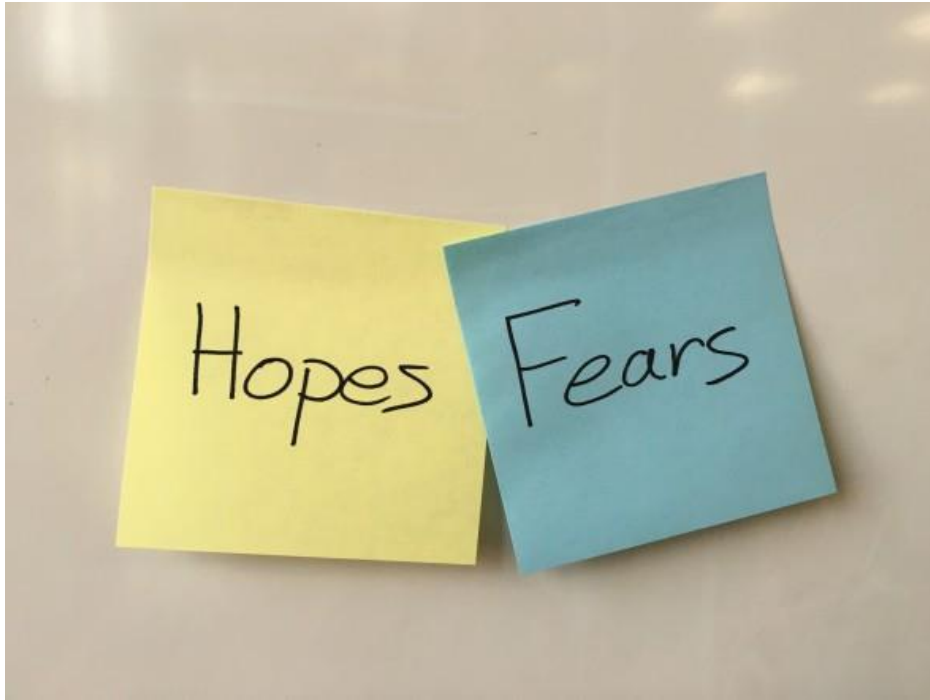


Line Manager and Mentor Workshop 2023/2024

Laboratory Scientist (Bioscience)
Degree Apprenticeship





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?

AGENDA

- Meet the core team
- Degree Apprenticeships at Manchester Met
- Apprenticeship Standard
- Programme Overview and Structure
- Role of the Skills Coach
- Off the Job time
- Role of line manager/mentor – tips and hints
- Introduction to Smart Assessor
- Questions

Meet the team

Dr Patricia Linton

Programme Leader

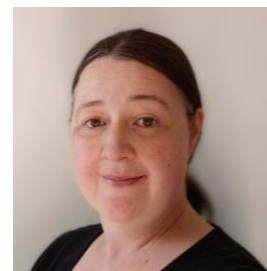
p.e.linton@mmu.ac.uk



Dr Nicola Wood

Skills Coach

n.wood@mmu.ac.uk



Amie Bentley

Apprenticeship Development Manager

a.bentley@mmu.ac.uk





WELCOME TO MANCHESTER MET

DEGREE APPRENTICESHIPS AT MANCHESTER MET



- Voted top university provider of degree apprenticeships by apprentices (RateMyApprenticeship Awards 2019, 2020, 2021, 2022, 2023)
- Rated an 'Excellent' training provider by employers ([gov.uk](https://www.gov.uk))
- 79% overall achievement, even in the pandemic, 92% merits and distinctions
- 90% NSS
- First university to be awarded Outstanding by Ofsted on their new Education Inspection framework – Nov 2022
- University Provider of the Year – Multicultural Apprenticeship Awards 2022
- Global interest, advising other countries including New Zealand, Spain, Canada and Australia



Digital degree apprentices at York University, Toronto, with Jane Goodyer, Dean of Lassonde School of Engineering

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

Support at Manchester Met



Disability Advisers

- Assess student need
- Draw up appropriate personal learning plans
- Facilitate applications for Disabled Students' Allowances
- Work with academic depts. to ensure support requirements are met

Academic and Study Skills Tutors

- One-to-one study skills support
- Academic and study skills workshops/webinars/online support
- Bespoke, in-curricular sessions for programmes
- Support for students with specific learning difficulties

Student Wellbeing Advisers

- Professional wellbeing support for students with low to moderate mental health and anxiety issues
- A triage service to identify students who need more specialist support
- A proactive approach to wellbeing
- Support for students with specific learning difficulties

MMU Sport

- Free Sport and Fitness Classes via Active Campus
- Varied sports clubs to join
- Gyms and Facilities (including Manchester Aquatics Centre)

Student Experience Officers

Support the development of learning communities by:

- Organising induction activities
- Helping with student societies
- Developing and maintaining peer mentoring and social media platforms
- Promoting student surveys

Student Hub Services Student Advisors

Non-academic related queries including:

- Student finance and Met Card queries
- Exceptional factors claims support
- Support for student engagement
- Personal emergency evacuation plans
- Referral to specialist services

Counsellors and Mental Health Advisers

- One-to-one and group-based counselling
- Management of students with high risk and complex mental health conditions
- Liaison with NHS and other external therapeutic providers

Chaplaincy

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

THE APPRENTICESHIP STANDARD

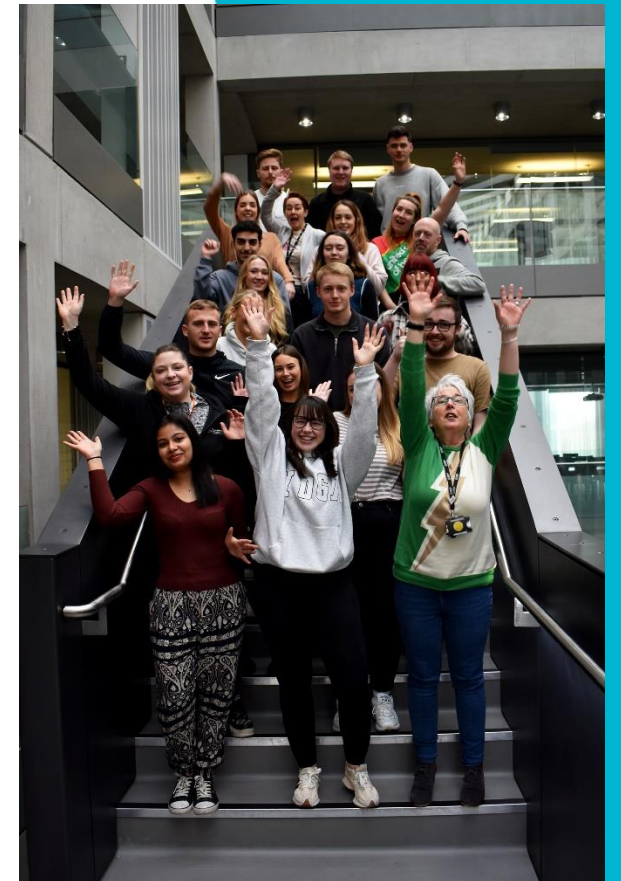
STANDARD AND KSBs

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 Laboratory Scientist standard below:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/laboratory-scientist-degree-v1-0>



Your Apprentice's Journey to LSDA L6 End Point Assessment

On-Programme period

1. University study
2. Off the job training
3. University assignments
4. Workplace training
5. ePortfolio creation



EPA Gateway Process

1. OTJ requirement has been met
2. All KSBs have been met plus evidence log
3. Project plan
4. PWP is up to date with evidence
5. Apprentice, employer, MMU happy that apprentice is ready



- 1. Workplace synoptic project**
 - Presentation
 - Primary journal article
 - Q&A
- 2. Vocational competence discussion**

THE APPRENTICESHIP PROGRAMME

Programme Structure

Qualifications:

- Level 6 Laboratory Scientist Degree Apprenticeship
- BSc (Hons) Bioscience - 4 years

Delivery Model

- 1 day per week active learning (Mondays Y1)
- Blended distance learning
- Annual residentials

Assessment

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



Programme Structure: Units



Year 1	Year 2	Year 3	Year 4
Biomolecules, Cells & Genetics (L4)	Applied Molecular Biology (L5)	Biotechnology (L5)	Infectious Disease & Health (L6)
Fundamental Microbiology (L4)	Biochemistry (L5)	Advances in Genetics & Genomics (L6)	Frontiers in Biotechnology (L6)
Comparative Anatomy and Physiology (L4)	Microbiology (L5)	Forensic Genetics (L6)	(L6) Advanced statistics for Bio Scientists
Fundamental Organic Chemistry (L4)	Introduction to Drug Discovery (L4)	Option Unit: <ul style="list-style-type: none"> • Formulation, Fate & Bio-metabolism (L5) • Forensic DNA Profiling (L5) 	Option Unit <ul style="list-style-type: none"> • Environmental Microbiology (L6) • Drug Target Interactions (L6)
Introduction to Workplace Regulation (L4)	Statistics and Academic Skills for Bio Scientists (L4)	Business Improvement (L5)	Project & Personal Development (L6)
Laboratory Scientist Skills 1 (L4)	Laboratory Scientist Skills 2 (L5)	Workplace Project (L5)	

Year 1 Units

Biomolecules, Cells & Genetics (L4)

Fundamental Microbiology (L4)

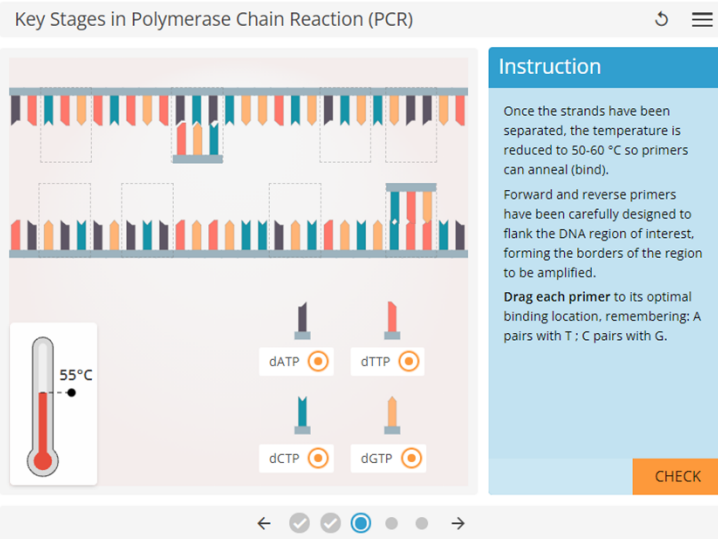
Comparative Anatomy and Physiology (L4)

Fundamental Organic Chemistry (L4)

Introduction to Workplace Regulation (L4)

Laboratory Scientist Skills 1 (L4)

Key Stages in Polymerase Chain Reaction (PCR)



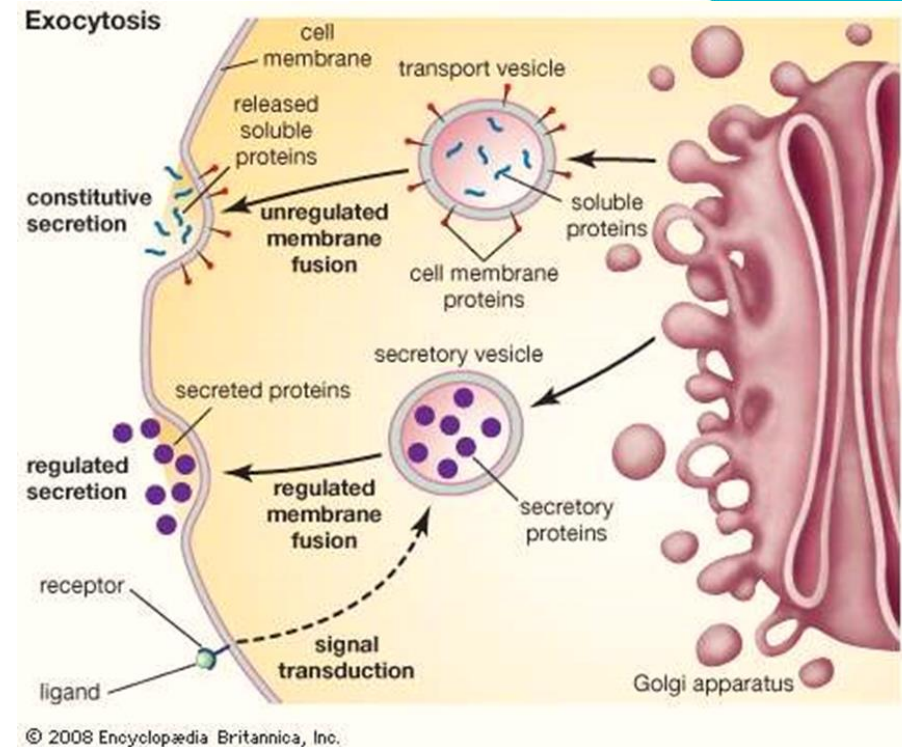
Instruction

Once the strands have been separated, the temperature is reduced to 50-60 °C so primers can anneal (bind).

Forward and reverse primers have been carefully designed to flank the DNA region of interest, forming the borders of the region to be amplified.

Drag each primer to its optimal binding location, remembering: A pairs with T : C pairs with G.

CHECK



Key Dates

Mini Residential 7-8th Nov 2023 **YEAR 1 ONLY**

Residential Week 22nd - 26th Jan 2024 **ALL YEARS**

July/Aug & Resit Exam Window 29th Jul – 2nd Aug
2024 **ALL YEARS**

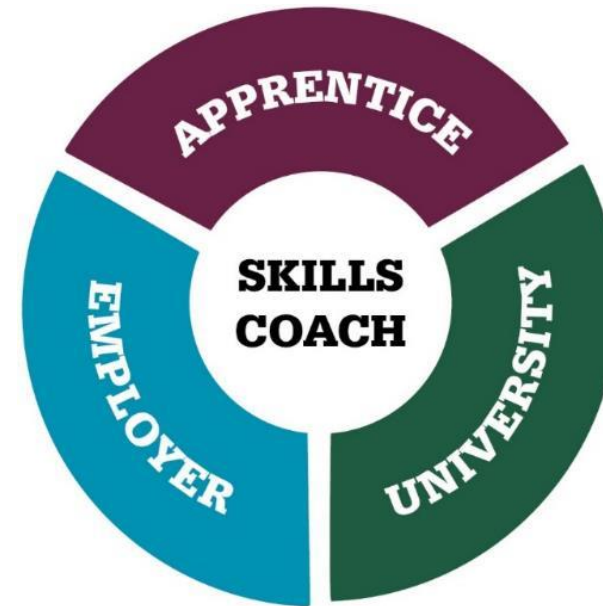
*On campus attendance is
typically 9-5pm, apprentices
are expected to book travel
outside of these dates*



THE ROLE OF THE SKILLS COACH

Skills coach

- Each 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



THE REVIEW

- Reviews are a triangulation between the apprentice, skills coach and employer
- Reviews should take place every 12 weeks throughout the entirety of the apprenticeship – apprentices and your line manager **must** attend.
- The skills coach will complete a review form and upload a copy for you and your apprentice to sign via your eportfolio platform.
- Reviews can take place in person and on MS Teams

THE REVIEW

- **University progress** so far (attendance, Moodle, handbooks, grades, etc.)
- What **progress** have you made and documented in **addressing skills gaps** (Induction Action Plan)
- **Driving your apprentice progress:** Agree **targets** for the ongoing **development of workplace skills** and facilitate future opportunities (e.g. shadowing, training etc.)
- **Impact in the workplace:** Discussion with employer – what difference is your apprenticeship making?
- **Evidence:** Support development of the portfolio towards the EPA
- **Six hours a week** as time off-the-job (OTJ)

THE REVIEW & MENTOR ROLE

- Ownership is on the **apprentice** to liaise with their mentor regarding the arrangement and scheduling of review date & time
- Once agreed – Skill's Coach will send out the Team's invite to the apprentice only
- Apprentice will co-ordinate inviting the mentor to the meeting
- Mentor will be present approx **30-40 minutes** of the review
- Please come to the review having thought about your apprentice's recent development and feedback

OFF THE JOB (OTJ)

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

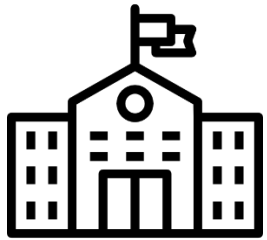
*“training received by the Apprentice, **during the Apprentice’s regular working hours**, for the purposes of achieving their apprenticeship.*

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

GOOD EXAMPLES OF OTJ TIME



University
attendance



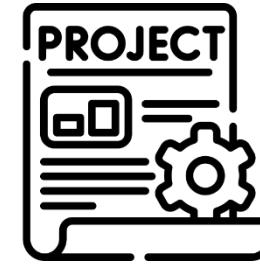
Online
learning/study



Completing
assignments



Reading and
research



Projects



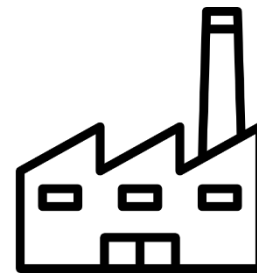
Shadowing and
mentoring



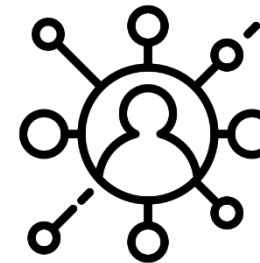
Relevant/
mandatory
training



Study skills



Industry visits



Outreach
activities

E-PORTFOLIO

All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio.

On the E-Portfolio you can view:

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

In the coming weeks, you will be sent log-in information and a user guide

If you have any issues using the system, or any issues with your login credentials please contact telapprenticeship@mmu.ac.uk

ROLE OF THE MANAGER/MENTOR

ROLE OF THE MANAGER

Managers have an important role to play in ensuring apprentices are supported and have the right environment to succeed on the apprenticeship programme.

Managers should:

- Be responsible for supervising and managing day-to-day work.
- Incorporate apprenticeship progression into any internal development reviews.
- Secure protected time for the apprenticeship (average of 6 hours per week min).
- Support the review process. Before the review consider: progress; development; positive and/or constructive feedback.
- Help to balance workload (especially around back to-back units and deadlines).
- Support the completion of the EPA portfolio.
- Ensure annual leave does not clash with MMU assessments

CONFIDENTIALITY IN ASSESSMENTS

We take confidentiality very seriously.

- Standard declaration form that student puts on the front of assessment
- NDA is small number of cases
- Follow your organisations confidentiality policy carefully

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



ROLE OF THE MENTOR

Some organisations also provide **mentors** to provide additional support. If you're not able to provide a mentor, Line Managers will also be required to provide following support:

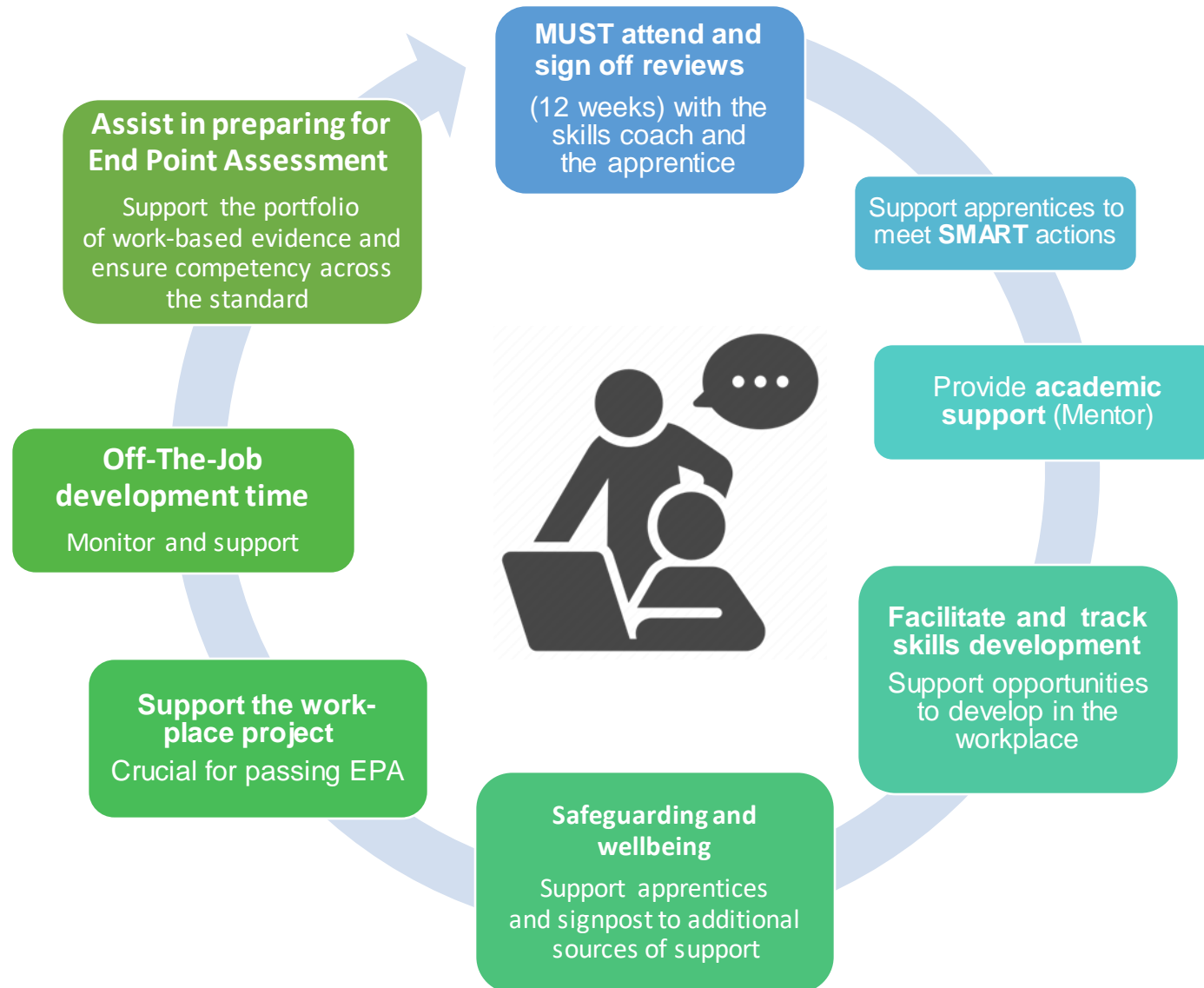
- Contextualisation theory and how it relates to the workplace
- Meet with their mentee regularly (fortnightly)
- Open doors and facilitate wider learning
- Observe and provide feedback on practice
- Understand the apprenticeship standard
- Support the completion of the EPA portfolio



TIPS

- **Get comfortable with the Standard and KBSs**
- **Ensure good communication**
 - Arrange regular one-to-ones to monitor progress.
 - Make sure 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.
- **Support apprentice** to gather effective evidence.
- **Work hand-in-hand with Skills Coach**
 - Ensure your apprentice accesses the support available.

Manager/Mentor role summary



GOOD LUCK!

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



Any Questions???