

# Line Manager and Mentor Workshop 2023/2024

Laboratory Scientist (Chemical Science) Y3  
Degree Apprenticeship



# AGENDA

- Meet the core team
- Degree Apprenticeships at Manchester Met
- Apprenticeship Standard
- Programme Overview 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 Paul Schofield

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Skills Coach.

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**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*

# 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>








# Programme Structure: Units

| Year 3  | Year 4  |
|---|---|
| Advanced Inorganic Chemistry  | Advanced Physical Chemistry   |
| Advanced Organic Chemistry  | Advanced Instrumental Analysis  |
| Spectroscopy and Instrumental Analysis  | Further Topics in Chemistry. Expected Options (2 of)  |
| Specialism option. One of <ul style="list-style-type: none"> <li>▪ Pharmaceutical Chemistry</li> <li>▪ Green Chemistry</li> </ul> | <ul style="list-style-type: none"> <li>▪ Advanced Pharmaceutical Chem</li> <li>▪ Advanced Green Chem</li> <li>▪ Drug Target Interactions</li> <li>▪ Chemistry in Society</li> </ul> |
| Business Improvement  | Project and Personal Development  |
| Workplace Project   |   |

 Continued progression of core chemistry units

 Continued progression of analytical chemistry

 Optionality throughout course to enable specialisation based on work role or area of interest

 Units throughout course focussed on achieving knowledge, skills and behaviours defined by apprenticeship standard

# 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***



# Exams in the Workplace

The university needs you to provide designated invigilators

Invigilators will.

- Provide a suitable room to do the exam
- Supervise the printing of the exam
- Ensure the apprentice takes the exam under controlled conditions
- Supervise the scanning and uploading of the exam

Guidance will be provided but it is critical you supply your apprentice with at least two designated contacts.



# Key Dates

Residential Week 22<sup>nd</sup> - 26<sup>th</sup> Jan 2024 **ALL YEARS**

January Exam Window 8-12<sup>th</sup> January 2024 **ALL YEARS**

May Exam Window 6-10<sup>th</sup> May 2024 **ALL YEARS**

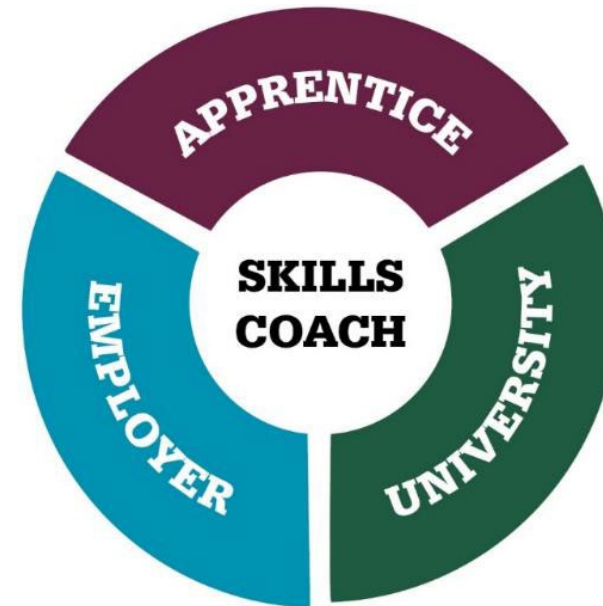
July/Aug Exam Window 29<sup>th</sup> Jul 2<sup>nd</sup> 2024 **YEARS 1-3**

Main Resit Exam Window 29<sup>th</sup>-2<sup>nd</sup> 2024 **ALL YEARS**

# THE ROLE OF THE SKILLS COACH

# 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





# 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

## Summary of Progress

Context

Actions Recap

Attendance

Off The Job Training Hours

Employer Voice – Impact in the workplace

Apprentice Voice – Progress and Impact (Knowledge, Skills, Behaviours)

## KNOWLEDGE

- Identification of knowledge gaps and how these will be addressed
- What has been learned and how this has been applied in the workplace?
- What progress is being made against the apprenticeship standard?
- Preparing knowledge for your next module

# 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)

# 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

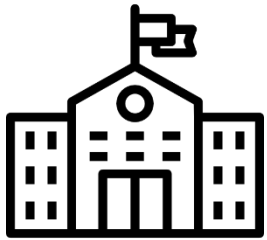
*“ training received by the Apprentice, **during the Apprentice’s regular working hours**, for the purposes of achieving their apprenticeship.*

*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



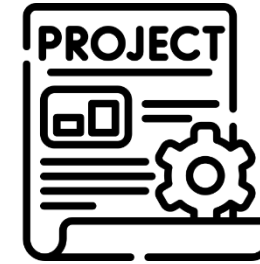
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects



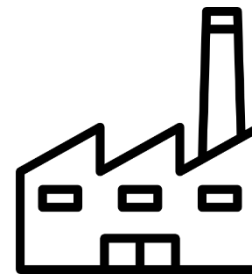
Shadowing and  
mentoring



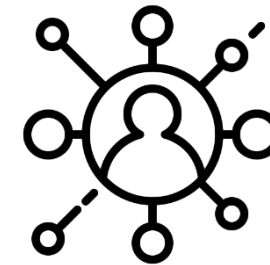
Relevant/  
mandatory  
training



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

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)



# 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
3. PWP is up to date with evidence
4. Apprentice, employer, MMU happy that apprentice is ready



**Workplace synoptic project  
primary journal article**

**Presentation**

**Vocational competence  
discussion**

# EPA preparation in Yr3

- BI unit and following workplace project is a good 'practise' project for the EPA project in yr4
- BI project should link to Change Management (B6) and Continuous Improvement (S21) and should produce valuable discussion points in their VCD
- In reviews we will encourage apprentices to discuss the BI project as practise
- Questions in reviews may touch on themes required for EPA e.g. regulations, ethics/code of conduct and impact of apprentice role to the business
- Literature reviews and presentations
- Start planning of final year project

# EPA – How mentor can support

- Be involved in apprentice's workplace project (BI) and encourage apprentice to own their own project, interpret data and implement/lead on any changes or improvements to the business
- Encourage apprentice awareness of statistics – good idea to use BI project as a practise or introduction!
- Start thinking about final year workplace evidence that will align to the standard
- Support apprentice with plans for final year project – become familiar with EPA criteria from the planning stage
- Attend reviews & ask questions if unsure

# **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.

# 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.

# GOOD LUCK!

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



**Any Questions???**