

Line Manager and Mentor Workshop 2023/2024

Laboratory Scientist (Chemical Science) Y4
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

Programme Leader

p.schofield@mmu.ac.uk



Dr Lucy Heap

Skills Coach.

l.heap@mmu.ac.uk



Amie Bentley

Apprenticeship Development Manager

a.bentley@mmu.ac.uk



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"> ▪ Pharmaceutical Chemistry ▪ Green Chemistry 	<ul style="list-style-type: none"> ▪ Advanced Pharmaceutical Chem ▪ Advanced Green Chem ▪ Drug Target Interactions ▪ Chemistry in Society
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 22nd - 26th Jan 2024 **ALL YEARS**

January Exam Window 8-12th January 2024 **ALL YEARS**

May Exam Window 6-10th May 2024 **ALL YEARS**

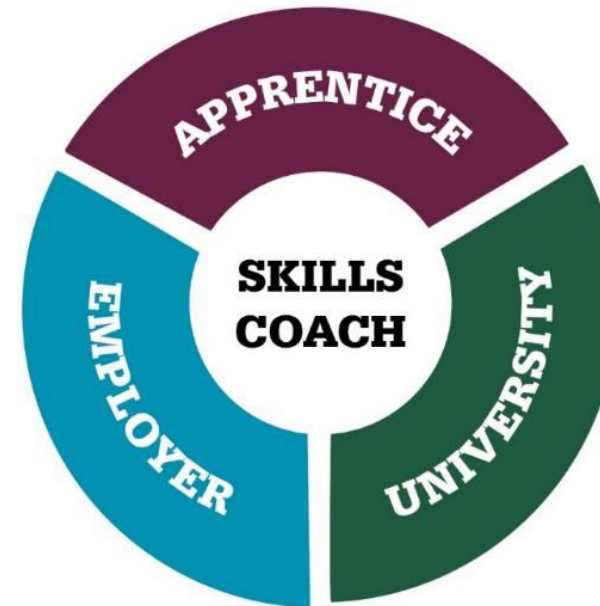
July/Aug Exam Window 29th Jul 2nd 2024 **YEARS 1-3**

Main Resit Exam Window 29th-2nd 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)
- **End point assessment** preparation

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

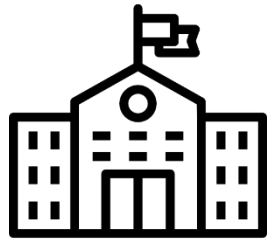
*“ training received by the Apprentice, **during the Apprentice’s regular working hours**, for the purposes of achieving their apprenticeship.*

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



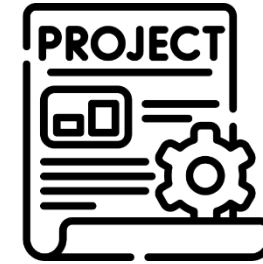
Online
learning/study



Completing
assignments



Reading and
research



Projects



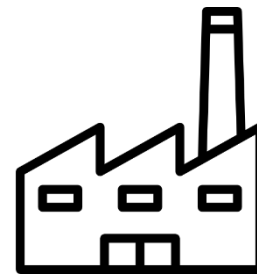
Shadowing and
mentoring



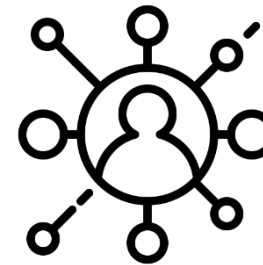
Relevant/
mandatory
training



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

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 Yr4

- All reviews will heavily focus on the following:
 - Lengthy discussions around the final year project and links and guidance made where possible for EPA criteria and discussion points
 - EPA practise questions (VCD – minimum of 2)
- Final year project write up and presentation (as basis for EPA submissions)
- Dedicated day to EPA during January's residential (Marshall to join)
- Marshall employer session
- Guidance for selection of Technical Expert
- Literature reviews and presentations as part of curriculum
- Additional study skills support session for EPA 'Effective Presentations'

EPA – How mentor can support

- Be familiar with EPA criteria for the project
- Support apprentice with statistics if available in the workplace (MMU support available too)
- Attend reviews
- Familiarise with VCD guide and discuss VCD areas with apprentices
- Attend any EPA sessions and assist with selection process for Technical Expert

Technical Expert

- Sign off competency (evidence) log
- Attend the project presentation & contribute to questioning
- Not involved in EPA grading
- COI avoidance
- Should not be (where possible) line manager or mentor, or anybody closely involved with the final year project
- Will need to complete a current CV (or bio) to confirm at least 5 years recent work experience in the occupational area being assessed, a recent CPD log and a copy of certificate or confirmation of having achieved a qualification at a level equivalent to or higher than Level 6 (equivalent to a Degree - or by holding professional recognition at this level or higher)

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???