Line Manager and Mentor Workshop

SPP Degree Apprenticeship – May Cohort

Welcome & Introductions

AGENDA

- Meet the core team
- Programme Overview and Structure
- Portfolio and Project
- Role of the Skills Coach
- Off the Job time
- Role of line manager/mentor – tips and hints
- Systems and engagment
- Future meetings
- Questions

MEET THE TEAM

Tom Scanlon, Programme Lead Academic lead and responsibility for the SPP programme. Supported by a talented group of Unit Leads all with industry experience

Leyla McGhee, Programme Manager Has overall responsibility for supporting the development and delivery of the SPP programme, alongside our Chartered Manager and Senior Leader programmes

Nikki Lees, Apprenticeship Development Manager Employer 'go to' point at the university. Part of Account Management team providing management information on progress. Supports programme development, recruitment and EABs.

Roger Lamb, Skills Coach Apprentice and Line Manager 'go to' point at the university. Provides academic and pastoral support to apprentices, reviews progress.

Sally van Valburg, Skills Coach Apprentice and Line Manager 'go to' point at the university. Provides academic and pastoral support to apprentices, reviews progress.

Manchester Metropolitan University

EMPLOYERS ON THIS COHORT

Manchester Metropolitan University

vetPartners

Bury COUNCIL

Prospere LEARNING TRUST

the enquire learning trust

Romero Catholic Academy Trust

COLAS

THE VERY GROUP

ODEON

NHS Mersey Care NHS Foundation Trust

NHS Liverpool Heart and Chest Hospital NHS Foundation Trust

Parliamentary and Health Service Ombudsman

UNIVERSITY OF BRADFORD MAKING KNOWLEDGE WORK

TransUnion

SEPTEMBERS EMPLOYERS

PROGRAMME OVERVIEW & STRUCTURE

STANDARD AND KSBs

The Apprenticeship Standard was developed by the following employers: Walter Smith Fine Foods, Royal Bank of Scotland, Canon Europe, NHS, Saint Gobain, Arvato, IFATE, Sainsbury's, Marston's and Volkervessels.

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. Creating opportunities for them to grow in these areas or helping them to recognise how activities in the workplace correlates to a Knowledge, Skill or Behaviour.

KSBs have also been mapped to every unit of the programme.

Become familiar with the Senior People Professional standard
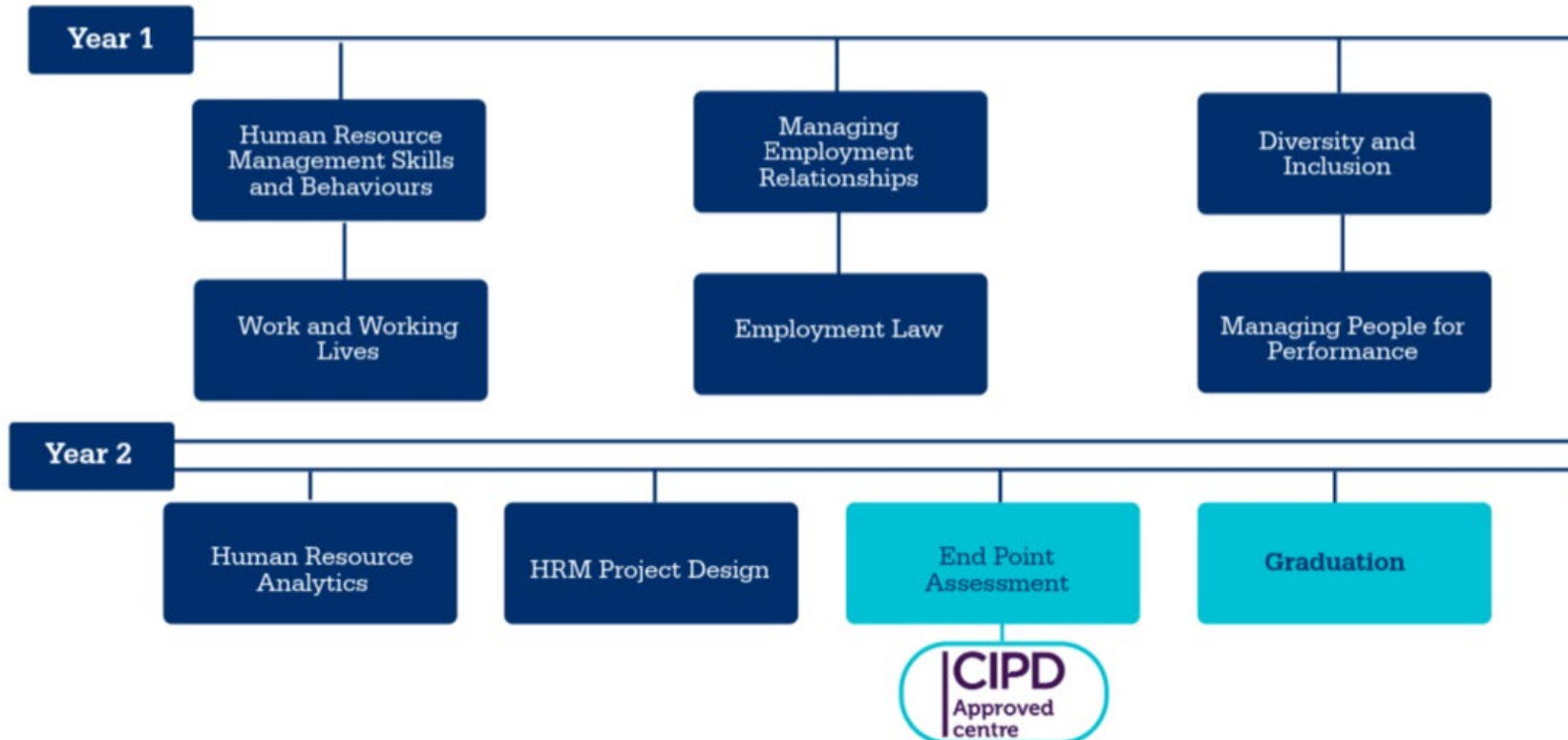- [Senior people professional / Institute for Apprenticeships and Technical Education](#)

STRUCTURE

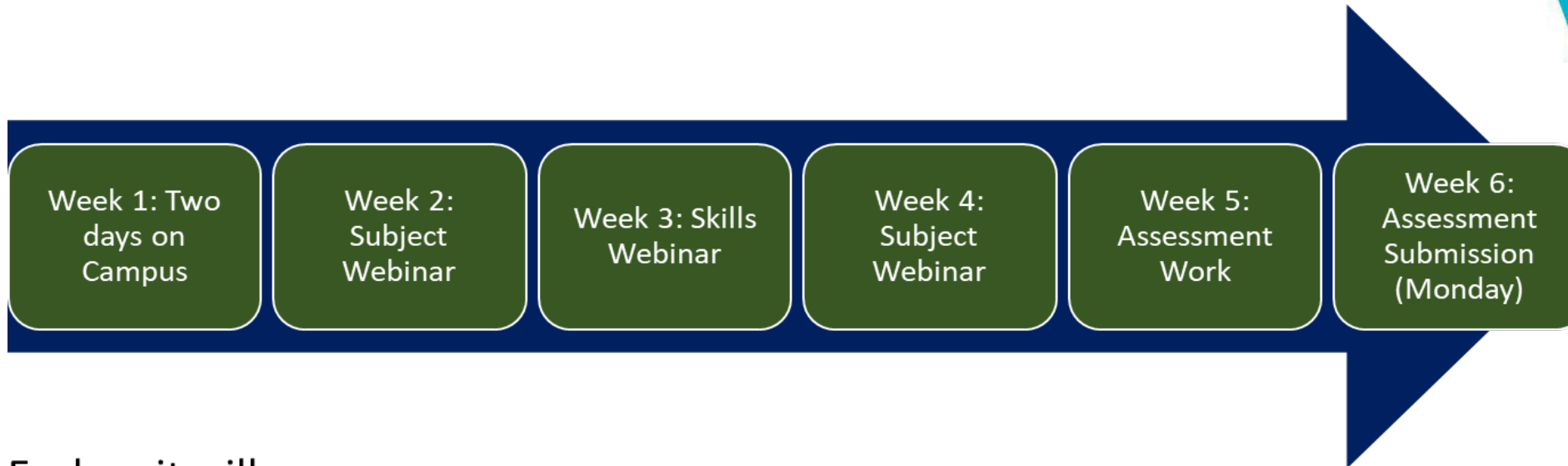**Senior People Professional**
PgDip Apprenticeship

21-month programme
Funded by the Levy

Ofsted
Outstanding Provider

Year 1

Human Resource Management Skills and Behaviours

Managing Employment Relationships

Diversity and Inclusion

Work and Working Lives

Employment Law

Managing People for Performance

Year 2

Human Resource Analytics

HRM Project Design

End Point Assessment

Graduation

CIPD Approved centre

Qualifications:
- Senior People Professional apprenticeship L7
- PG Diploma Senior People Professional
- CIPD Chartered Member
- Top up to MSc available

DELIVERY OVERVIEW

| Week 1: Two days on Campus | Week 2: Subject Webinar | Week 3: Skills Webinar | Week 4: Subject Webinar | Week 5: Assessment Work | Week 6: Assessment Submission (Monday) |

Each unit will:

- Be taught face-to-face (Business School 2 days Tues & Weds, 09.15 – 16.30)
- Have 1 x 1.5 hour skills session (Tue 09.30-11.00)
- Have 2 x 1.5 hour sessions post-teaching and pre-assignment (Tue 09.30-11.00)
- A piece of assessment
- A requirement to gather appropriate evidence for portfolio.
- Taught element over 17 months

Assessment and study skills

Unit	Assessment	Supporting skills workshop
HRM Skills and Behaviours	Presentation of CPD action plan	Presentation Skills
Work and Working Lives	PESTLE analysis	Developing writing flow and structure
Managing Employment Relationships	Critical evaluation ER policy and practice in their organisation	Introduction to critical analysis
Employment Law	Legal scenario	Decoding the assignment brief (after some interim feedback)
Diversity and Inclusion	Business case development	Developing compelling arguments, underpinned with evidence. Alternatives, limitations, risk and costs = strength. Using evidence in assignments
Managing People for Performance	Critical analysis of organisational People Strategy	Policy/strategy review - more advanced notions of criticality. Building on previous session.
HR Data Analytics	Development, presentation & interpretation of data with recommendations for change	Intro to statistics. LinkedIn learning for Excel
HRM project	Critical assessment of project design	Making sense of business reports. Using Library databases.

OFSTED REQUIREMENTS

- Safeguarding

- Prevent

- Democratic Values

- EDI

- English and Maths

GATEWAY & EPA

(End Point Assessment)

End Point Assessment Organisation: Chartered Institute for Personnel Development

Gateway
- Completed and passed all academic units   - Completed a portfolio of evidence (15 pieces mapped to KSBs)   - Employer confirmed readiness for EPA   - Submitted HR Project Title and Scope   - Complete OTJ Hours   - Achieved at least Level 2 in maths and English
End Point Assessment
Method 1: Professional Discussion underpinned by Portfolio of Evidence (20 mins) **Method 2 - Component 1:** Project Proposal **Method 2 - Component 2:** Presentation with questioning (40 mins)

PORTFOLIO OF EVIDENCE

Portfolio Evidence and Professional Discussion

- Must be collected throughout the apprentice's time on programme
- Collect as much evidence as possible and then refine later
- Must illustrate learning/application in the workplace
- 15 pieces of evidence are required (mapped to KSBs)
- Evidence submitted drives the Assessor in their questioning
- Evidence needs to meet the grading descriptors
- Skills Coach will help to identify sources of evidence during reviews
- Must be stored in Smart Assessor
- Submitted at Gateway

HRM PROJECT

Project proposal

- A significant piece of work that has a **real business benefit,** contribution to a **reasonably significant improvement or change** within their organisation.

- **Well defined and contained** (to avoid project creep) – completed in 12 weeks.

- Has a shelf life of at least **12 months**. (eg a Policy change)

- **Senior leader/Board** level sign off.

- **Work across stakeholder groups**. Inclusive and cuts across cultural boundaries.

- Does **not** need to be implemented.

(Learner could use their project to top up to MSc. Not financed by the Apprenticeship Levy)

Examples:
- Policy changes
- Developing a People Strategy
- Restructuring
- Moving office location
- Talent management strategy

HRM PROJECT

Project proposal, presentation and questioning

- Thoroughly **researched** and **appropriate** for the organisational culture/context.
  - Problem
  - Data gathering and assimilation
  - Engagement with stakeholders
  - Recommendations – why it will work for my organisation.
- A written report of **7,000 words**
- **Must meet grading descriptors of the assessment.**
- Submitted three weeks before EPA.

Presentation
- 20 minutes = expand on Grading descriptors not met in proposal (influencing stakeholders, negotiating)

MSc Top Up Option
Proposal could potentially be implemented for MSc dissertation and completion

THE ROLE OF THE SKILLS COACH

YOUR SKILLS COACH

- Dedicated Skills Coach is the **Point of Contact** for the Apprentice and Line Manager for general queries,

And will:

- focus on developing **Knowledge, Skills and Behaviours (KSBs)** in the workplace.

- conduct **Reviews** with Apprentice and employer/mentor to monitor progress and agree workplace targets for skills development.

- support the preparation of the apprenticeship portfolio and **end-point assessment (EPA)**

- offer Pastoral and wellbeing **support and guidance.**

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 line manager **must** attend. (Line Manager for at least 20mins)

- The Skills Coach will complete a Review form and upload a copy for you and your apprentice to sign, via your ePortfolio platform (SmartAssessor).

- Reviews can take place in person or more likely, 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 KSBs gaps** (Induction Action Plan)

- **Driving your apprentice progress in KSBs:** Agree **targets** for the ongoing **development of workplace Skills and Behaviours** and facilitate future development opportunities (e.g. shadowing, training etc.)

- **Impact in the workplace:** Discussion with employer – what difference is your apprenticeship making?

- **Evidence:** Of development of KSBs and support the formative Portfolio towards the EPA.

- **Six hours a week** as time off-the-job (OTJ) – *must be logged regularly*.

THE REVIEW

Attendance	Off The Job	Skills Scan	Assignments	KSB Development
Less than 50%	100 hours or more to target	Not completed	Fail/DNS 2 or more recent assignments	No evidence of skills development or impact in the workplace
51% - 60%	51 -99 hours to target	Half Complete	Fail/DNS 1 recent assignment	Very little evidence of impact in the workplace over time
61%-70%	31-50 hours to target	Completed	Assignment marks are below target	Some evidence of impact in the workplace
71%-80%	11-30 hours to target	Completed and gaps identified	Assignment marks are on target	Evidence of good skills development and impact in the workplace
81%-90%	0-10 hours to target	Completed and gaps identified, some evidence of working towards extending opportunities	Assignment marks are above target on occasion	Evidence of excellent skills development and impact in the workplace
91%+	Above target	Completed and gaps identified, clear evidence of working towards extending opportunities	Assignment marks are above target consistently	Apprentice demonstrates exceptional commitment to completion of programme
Score: 0	Score: 0	Score: 0	Score: 0	Score: 0

Progress Rating: Below
Score: 0

Confirm Progress and Copy to Justification

EPA: Pass

Mark: 55-59

Class: 2:2

Override Target: Select

Target Justification:

Current Progress: Meeting

Progress Justification:

STUDY SKILLS SUPPORT

- Study skills workshops

- One-to-one support

- Short courses

- Writing feedback

- Maths and statistics support

- Study skills online

- Preparing to study

- Contact the study skills team

- Engagement Week

If your apprentice is struggling encourage them to take up this support

APPRENTICE FEEDBACK

Manchester Metropolitan University

My skills coach was brilliant in talking me through what I need to prioritise and how to structure my workload. The help from the University and Programme Leads has also been brilliant and supportive.

The skills coaches had regular review meetings with me where they made sure I was coping with the workload and checked in on how I was getting on. **Having these wellbeing checks ups was useful and provided the opportunity to talk through any concerns.**

As a degree apprentice, **I had all the same support offered as an undergraduate student** – I was able to attend additional study skill workshops, which Stateside Foods encouraged all apprentices to attend. In fact, degree apprentices gain additional support: from their skills coaches who visit you in the workplace.

I would say the most challenging part of being a degree apprentice is time management. It is easy to find yourself getting consumed in a project at work, leaving your assignment to the last minute but **with support from my manager and skills coach I am slowly finding that perfect balance of work and university**

OFF THE JOB (OTJ)

WHAT DOES OFF-THE-JOB MEAN?

- In order to achieve the apprenticeship, apprentices **must** complete and record off-the-job training (OTJ) *on a regular basis*.

- Off-the-job training means undertaking a learning activity which is different from their normal role.

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

- The activity needs to be specifically linked to the Knowledge, Skills and Behaviours (KSBs) outlined in the apprenticeship standard.

GOOD EXAMPLES OF OTJ TIME
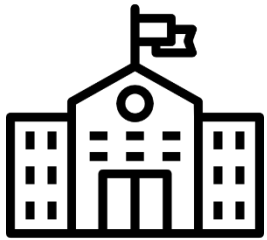
University attendance

Online learning/study

Completing assignments
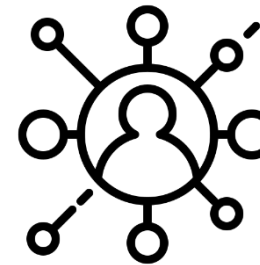
Reading and research
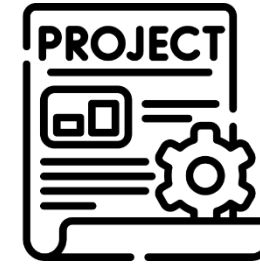
Projects

Shadowing and mentoring

Relevant/ mandatory training

Study skills
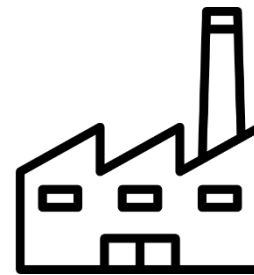
Industry visits

Outreach activities

ROLE OF THE MANAGER/MENTOR
Hints and tips

ROLE OF THE LINE MANAGER

Managers should:

- Provide experiences in-line with the programme

- Incorporate apprenticeship progression into any internal development plans.

- Secure protected time for the apprentice (avg 6hrs/week).

- 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.

- **Support the project proposal** idea and assist gaining **Senior level approval**.

- 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 into practice and develop their new found Knowledge, Skills and Behaviour.

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 the apprentice regularly (ideally 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 Standards and KSBs**
- **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 and plan accordingly
- **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.

TIPS

Gathering portfolio evidence

- Help apprentices to gather as much evidence as possible as they go along. It can be reviewed at a later date

- Make this a regular feature of discussions.

Reviewing Evidence

- Does this Evidence showcase my **best** vocational work and expertise?

- Does the Evidence translate clearly?

- Does the Evidence showcase my competence **in the workplace** applying specific **K**nowledge, **S**kills, or **B**ehaviours from the Standards?

SYSTEMS AND ENGAGEMENT

SYSTEMS AND SUPPORT

Moodle: Virtual Learning Environment
Timetables, unit specs, resources and reading materials, messaging function – academics and skills coach

Smart Assessor
Logging OTJ, progress reviews, skills scans, progress against KSBs, E-Portfolio

Technology Enhanced Learning (TEL) Team
telapprenticeship@mmu.ac.uk
Email and online support, 1:1 sessions

APPRENTICE: ATTENDANCE AND ENGAGEMENT

- Attendance is mandatory at all sessions.
  (Tap into sessions, join webinars using MMU student email so that we can track attendance)

- University days = work time

- Notification is sent to Line Manager within 48 hours of non-attendance

- Apprentice Engagement Procedure and process

PROGRAMME FEEDBACK AND MEETINGS

Student voice meetings
- Student reps for each cohort
- Meet termly with academic and programme lead
- Report back in EABs

Employer Advisory Boards (EABs)
- Meet two/three times per year (July 2024)
- Employer feedback around programme delivery and development – critical for this new programme
- Supported with student feedback
- Dates set at the beginning of the year, supporting information sent one month prior.

PROGRAMME INFORMATION

Employer resources pages

Line Manager and Mentor Guide 2024 (mmu.ac.uk)

QUESTIONS