

# THIS SESSION IS BEING RECORDED



# Manager and Mentor Workshop

## Digital and Technology Solutions Professional



# Welcome and introductions



**Dr Ernest Edifor**

DTS Course Director

**Kathy Kord**

Skills Coach

**Thomas Latimer**

Programme Manager

**Hayley Cooney**

Apprenticeship Development Manager

**Irfan Mulla**

Technology Enhanced Learning Manager

# Agenda

- Meet the team
- Degree Apprenticeships at Manchester Met
- The Apprenticeship Standard
- Programme Overview and Structure
- Support for Apprentices
- Off the Job Training
- Role of Line Manager/Mentor
- Systems and Engagement
- Q&A

# **Degree Apprenticeships at Manchester Met**

# Welcome to Manchester Met

**We have been proudly driving progress through excellent education and impactful research for 200 years.**

- One of the largest, most popular and diverse universities in the UK, with over 43,000 students and 5,100 staff
- Nationally recognised as leaders in the field, regularly invited to present at national conferences, to advise other universities and the Department for Education
- 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*

# Specialist university for degree apprenticeships



The leading university provider of degree apprenticeships in the UK.

- Ofsted outstanding 2019, 2022 (first under the new framework)
- Top University Provider [RateMyApprenticeship](#) 2019-23
- University Provider of the Year [Multicultural Apprenticeship Awards](#) 2022, 2023
- Nurse Education Provider of the Year (Post-registration) [Student Nursing Times Awards](#)
- Team Prize for Excellence in Higher Education [Royal Society of Chemistry](#) 2024
- National Exemplar status for DA delivery [Small Business Charter](#)
- Provider of the year [North-West Apprenticeship Awards](#) 2023
- Digital and Health Care Provider of the Year [AAC Awards](#) 2023
- DfE 'Expert Provider' status (one of only two universities)
- Rated 'Excellent' by employers and apprentices [gov.uk](#)
- Triple Accreditation Manchester Met Business School [AACSB](#), [AMBA](#), [EQUIS](#)
- 90% NSS, 100% above benchmark [TEF](#)
- 77% overall achievement, 81% merits and distinctions



# 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



# Where it all began

## 2014

- Digital Economy Minister launched degree apprenticeships
- Digital and Tech Solutions Trailblazer Group formed by the Tech Partnership. Manchester Met was a founder member
- Manchester Met: 40 level 3 Legal Services Apprenticeships and level 5 Chemical Science
- Engaging with approx. 12 employers
- Started apprenticeship open evenings



## 2015

- 60 Digital and Technology degree apprentices
- Engaging with 22 employers



# Where are we now

2024  
(3,300 apprentices)



## Digital:

- Creative Digital Design Degree Apprenticeship
- Digital and Technology Solutions Degree & Masters Apprenticeships
- Digital Marketing Degree Apprenticeship
- Digital User Experience Professional Degree Apprenticeship

## Leadership and management:

- Chartered Manager Degree Apprenticeship – 2.5 and 4 years
- Chartered Manager Degree Apprenticeship in Health and Social Care
- Corporate Responsibility and Sustainability Practitioner Apprenticeship
- Senior Leader PgDip Apprenticeship
- Senior People Professional PgDip Apprenticeship

## Science

- Healthcare Scientist Degree Apprenticeship
- Laboratory Scientist Degree Apprenticeship – Chemical and Bioscience

## Health and care

- Advanced Clinical Practitioner Masters Apprenticeship
- District Nurse PgDip Apprenticeship
- Social Work Degree Apprenticeship
- Specialist Community Public Health Nurse PgDip Apprenticeship



DT56 2023



CDP 2023



Nursing 2023

# Force for Impact

## Key findings



Addressing **skills gaps and adding substantial value** to businesses



Boosting **economic growth**



Empowering **SMEs to grow**



Fostering **equality and diversity** in the workplace



Creating **jobs and giving young people access** to professional careers



Helping **people from disadvantaged backgrounds** succeed



Fast-tracking many into **well paid careers**

# 150+ apprentices recognised at regional and national awards



**Amaya Beale, PPS**  
Degree Apprentice of the Year  
West Yorkshire Apprenticeship  
Awards 2024



**Shaun Everitt, NHS**  
Degree Apprentice + Health & Public  
Service Apprentice of the Year  
Lancashire App. Awards 2024



**Estelle Le Galliot, NHS**  
BBC Making a Difference  
Awards 2022 for work with  
cancer



**Rudy De-Beck Nkansah-Adjei**  
Odeon Cinemas Group Ltd  
BAME Apprentice of the Year  
'21



**Kasia Gierek, Italmatch  
Chemicals**  
Silver medal  
WorldSkills UK 2023



**Harriet Bean, BASF**  
Engineering Apprentice Rising  
Star  
Winner  
Manufacturing Awards 2023



**Abby Whitnall, GSK**  
Chemical Sciences Apprentice  
of the Year 2022



**Howard Jackson, IBM**  
Rising Star, National  
Apprenticeship Awards 2021

# DTSP employer partners this year



# The Apprenticeship Team



— Line management  
 ..... Operational management/coordination



**Dr Ernest Edifor**  
 Director of DTS



**Elizabeth Gorb MBE**  
 Director of Apprenticeships

## Programme Leaders



**Dr Kris Welsh**  
 SE & MF



**Dr Muhammad Fayyaz**  
 ITC



**Dr Lewis Evans**  
 Year 1



**Dr Anthony Kleerekoper**  
 DA



**Dr Nigel Houlden**  
 CS



**Hayley Cooney**  
 Apprenticeships  
 Development Manager



**David Longworth**  
 Apprenticeships  
 Development Advisor



**Tom Latimer**  
 Programme Manager

## Digital Skills Coaches



**Kathy Kord**  
 (Senior S.C)



**Tracy Thompson**  
 (Senior SC)



**David Peters**



**Sanaa Limbada**



**Jenny Reeve**



**Jay Hibbert**



**James Webster-Gardiner**



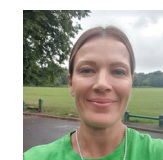
**Phil Gailey**



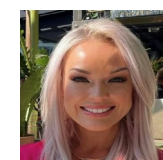
**Dr Paul Flanagan**



**Andrew Charlton**



**Ellie Creswell**

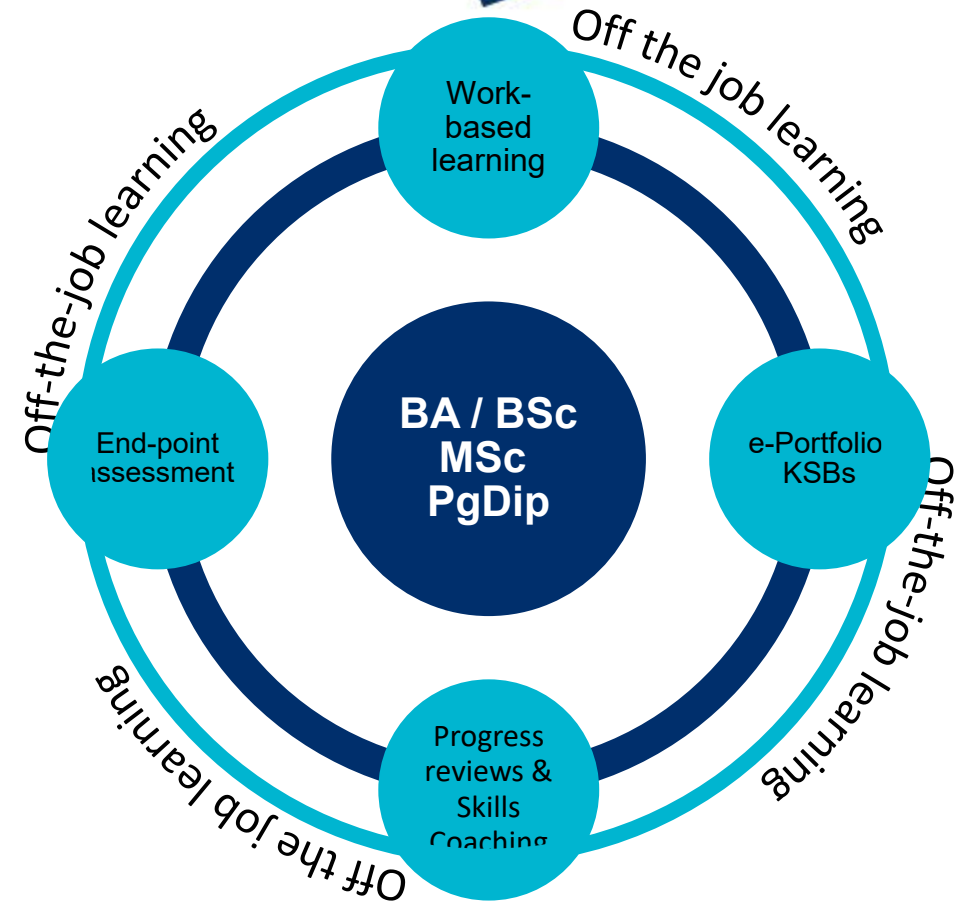


**Caithy Walker**

# The Apprenticeship Standard

# What is a degree apprenticeship?

- A job with training, like any other apprenticeship
- Training delivered via a combination of university study and work-based learning
- Equips participants with the Knowledge, Skills and Behaviours required for a particular role
- Defined by groups of employers and educators
- Delivery designed to align with full-time work
- Allowance to engage with learning during working hours
- Apprentices do not pay any fees
- Covered by the apprenticeship levy





# Apprenticeship Standard

As a line manager/mentor, it is crucial that you are aware of the **knowledge, skills and behaviours (KSBs)** within the apprenticeship standard for a number of reasons:

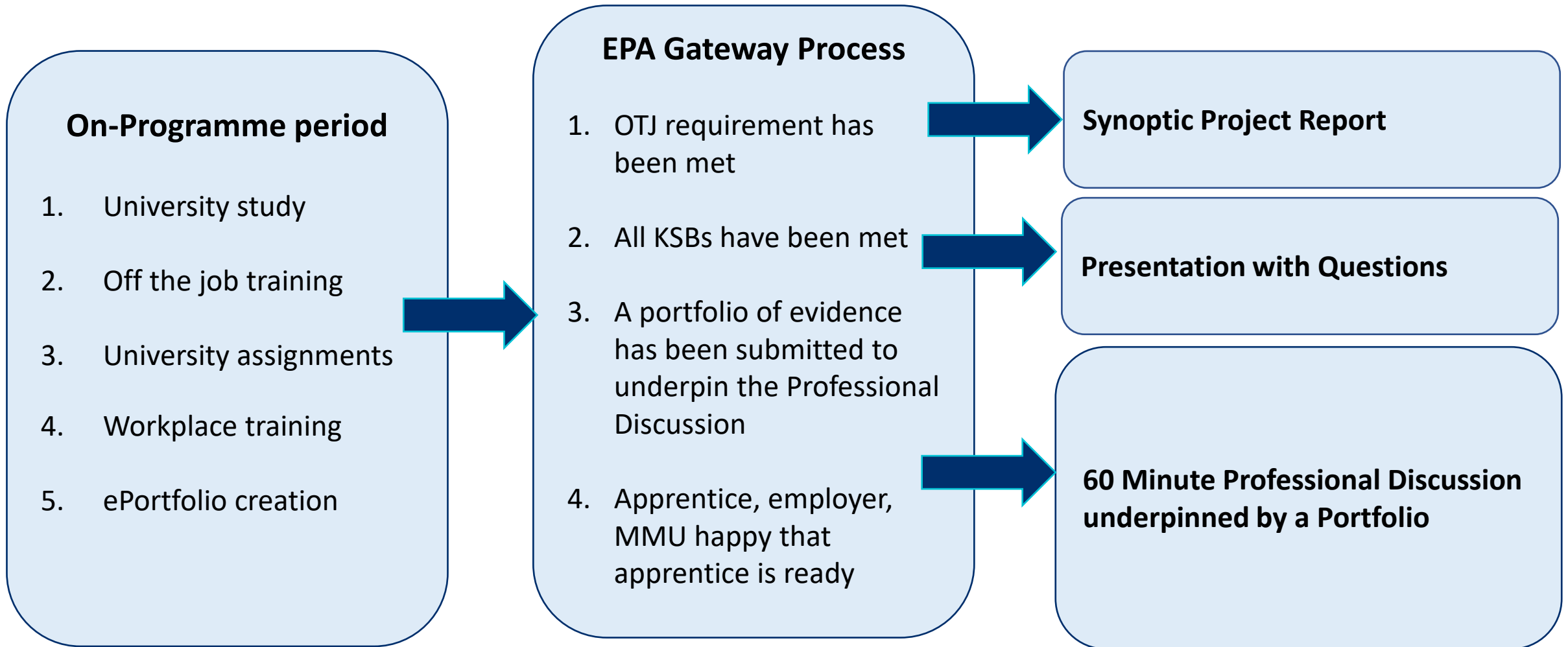
- You will need to help create opportunities for apprentices to develop KSBs, and to recognise how workplace activities correlate to knowledge, skills or behaviours.
- Students will need to collect evidence of their KSB development, and you can help ensure that the evidence is relevant and compliant with your company confidentiality policies
- You will need to sign off gateway forms at the end of the programme, confirming that apprentices have been working at or above the level of occupational standard
- Become familiar with the Digital and Technology Solutions Professional apprenticeship standard [here](#)

# End Point Assessment (EPA)

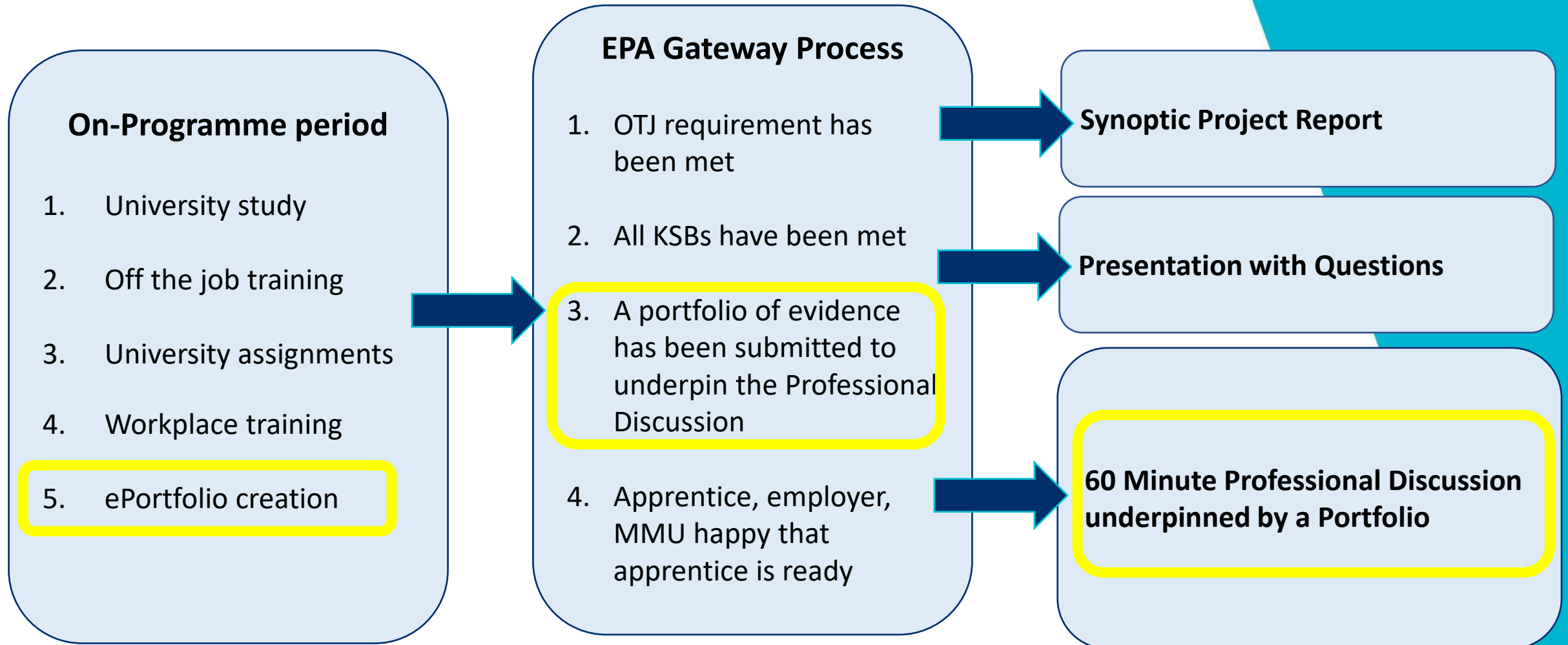


- The EPA is the final stage of the Apprenticeship for your apprentice
- This is an impartial assessment of whether the Apprentice has developed the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard for DTS L6
- This assessment is made by an Independent Assessor
- You will have an important role to play in helping your apprentice to develop these KSBs in the workplace
- Please note that the new EPA for DTS L6 is different to the EPA that previous Apprentices have completed/will be completing on the older DTS Standard

# Your Apprentice's Journey to End Point Assessment



# Supporting EPA readiness in 2027



# Overall EPA Grading

- Performance in the EPA determines the overall grade of:
  - Fail
  - Pass
  - Merit
  - Distinction

<b>Project Report with Presentation</b>	<b>Professional Discussion Underpinned by Portfolio</b>	<b>Overall Grading</b>
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

# A Professional Discussion: What is it?



- In the professional discussion, an Independent Assessor and Apprentice will have a formal two-way conversation
- This conversation will give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method
- Within the professional discussion *'the Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence'*
- Your assessor will be given access to the apprentices' ePortfolio to review their evidence and supporting documentation 2 weeks before the assessment

# Professional Discussion Themes

*‘The Professional Discussion must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade’*

*‘The purpose of the independent assessor’s questions will be to explore the following topics and themes’*

**THEME A: Underlying Principles**

**THEME B: Technical Solutions**

**THEME C: Innovation & Response**

**THEME D: Legal, Ethics & Landscape**

**THEME E: Core Concepts**

**THEME F: Leading and Working Together**

# Preparing Your Apprentice for their Professional Discussion

During each review meeting we will set developmental targets to cover Apprentices KSBs and ask them to collect evidence that demonstrates how they have met these KSBs. Year 1 will have specific KSBs targets, which were carefully selected due to the Units your Apprentices will study and expectations of KSB development within the first year within a DTS professional role.

**K7** **Theme A** The roles, functions and activities within digital technology solutions within an organisation.

**K12** **Theme A** The role of data management systems within Digital and Technology Solutions.

**K13** **Theme A** Principles of data analysis for digital and technology solutions.

**S4** **Theme B** Initiate, design, code, test and debug a software component for a digital and technology solution.

**S10** **Theme B** Initiate, design, implement and debug a data product for a digital and technology solution.

**S11** **Theme A** Determine and use appropriate data analysis techniques. For example, Text, Statistical, Diagnostic or Predictive Analysis to assess a digital and technology solutions.

**B1** **Theme D** Has a strong work ethic and commitment in order to meet the standards required.

**B2** **Theme D** Reliable, objective and capable of both independent and team working.

**B4** **Theme F** Commits to continuous professional development; maintaining their knowledge and skills in relation to developments in digital and technology solutions that influence their work.



# Professional Discussions Portfolio Trackers



Some KSBs are suggested per year based on the KSBs covered via the academic units, but once the pathways have been chosen during the 2<sup>nd</sup> Academic year, apprentices are encouraged to holistically collect evidence from the full range of their pathway KSBs.

The pathway specific tracker documents can help to monitor the mapping of each evidence to the KSBs and identify gaps in preparation for their Professional Discussion.

DIGITAL TECHNOLOGY SOLUTIONS PROFESSIONAL – PORTFOLIO TRACKER	APPRENTICE NAME.....
SOFTWARE ENGINEERING PATHWAY	

THEME	KSB	ROE Number	Evidence											
			1	2	3	4	5	6	7	8	9	10		
		Evidence Title	Project X	Task Y	Dashboard Z									
A	Core Concepts	K6	Explain the approaches and techniques used throughout the digital and technology solution lifecycle and their applicability to an organisation's standards and pre-existing tools											
		K7	Review the roles, functions and activities within digital technology solutions within an organisation.	x										
		K11	Critically evaluate the nature and scope of common vulnerabilities in digital and technology solutions. For example, the risks of unsecure coding and unprotected networks.		x									
		K12 K14	Explain the role of data gathering, data management, and data analysis											
		K16	Describe the fundamental computer networking concepts in relation to digital and technology solutions. For example, structure, cloud architecture, components, quality of service.	x										

[Let's take a look at the full document on Moodle](#)

# Preparation: Reflection on Evidence (ROE)

## Digital Technology Solutions Year 1 Reflection on Evidence

**Description of Evidence Provided:** *Brief description of how this evidence demonstrates your competency in this area of the standard.*

*The full list of year 1 KSBs is provided at the end of this document. Please copy and paste the codes and their associated descriptions to the table below.*

*Please number all of your evidence separately.*

Knowledge Code/s covered by this evidence	Knowledge Description covered by this evidence
e.g. K7	e.g. The roles, functions and activities within digital technology solutions within an organisation.
Skill Code/s covered by this evidence	Skill Description covered by this evidence
Behaviour Code/s covered by this evidence	Behaviour Description covered by this evidence

[Let's take a look at the full document on Moodle](#)

# EPA Preparation: Your Role



- We will be running sessions on the KSB targets for Year 1 Apprentices within Induction
- We will be asking that your Apprentice meets with you after Induction to discuss targets and to identify opportunities for KSB development
- Discussing KSB target with your Apprentice prior to the review meetings can help to set SMART and developmental targets to prepare for the Gateway
- Suggesting and monitoring evidence that your Apprentices can use as part of their Portfolio of Evidence
- These targets and the Professional Discussions Portfolio trackers will be discussed in the review meetings with your Apprentice and their Skills Coach
- We will set Apprentice's new targets each year so that they have a rich and varied portfolio of evidence for their End Point Assessment
- These KSBs must be met by Year 4 and so we want to encourage Apprentices to log evidence/examples throughout their journey

# Possible Examples of Evidence



# Programme Overview and Structure

# DIGITAL & TECHNOLOGY SOLUTIONS PROFESSIONAL

**Qualification:** BSc Digital & Technology Solutions and L6 Digital and Technology Solutions Professional Apprenticeship

*Tech Industry Gold accredited*

**Date:** 16th September 2024    **Duration:** 48 months

**Delivery Model:** Day Release during the academic year

**Specialisms:** IT Consultancy, Software Engineering, Data Analytics & Cyber Security, Software Engineering

## **Format:**

- Assessments: essays, reports, group work, presentations, exams, in-class tests, portfolios and projects – lots of support with all of them
- Combination of lab sessions, lectures and tutorials
- One project-based unit relevant to the employer
- Final Portfolio

# PROGRAMME STRUCTURE: SOFTWARE ENGINEER



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	<b>Introduction to Programming</b> Using Java/Python/C# to solve simple problems. Design, implement solutions, test 30 CREDITS	<b>Digital Technology in Organisations &amp; Society</b> Critically evaluate the impact of technology on business and community, inc. ethics and legal 15 CREDITS	<b>Introduction to Business Systems</b> Role of info systems in business. Analyse requirements, develop suitable info system solutions 30 CREDITS	<b>Database Fundamentals</b> Construction and usage of relational databases in an industry-standard system 15 CREDITS	<b>DTSP Professional Development</b> Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	<b>IT Project Management</b> Software systems: analysis, modelling, specification, design, implementation, testing and maintenance 30 CREDITS	<b>Computer Networks and Security</b> Architecture of wired/wireless networks, structure of the internet, security 15 CREDITS	<b>Introduction to Web Development</b> Client-side web development. Design and create standards-based, accessible websites 15 CREDITS	<b>Advanced Programming</b> Document/test existing code, creating applications using a variety of libraries, tools, design patterns and techniques 30 CREDITS	<b>DTSP Professional Development</b> Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	<b>Full Stack Web Development</b> Client-side and server-side web development languages, platforms, tools and tech 15 CREDITS	<b>Software Design and Architecture</b> Study standard architectures and designs to solve software problems 30 CREDITS	<b>Operating Systems</b> Theory, practice, structure and organisation of computational operating systems. Study of associated problems 15 CREDITS	<b>Enterprise Programming</b> Build enterprise-level applications using programming techniques 30 CREDITS	<b>DTSP Professional Development</b> Pathway-specific masterclass
YEAR 4	<b>Software Testing &amp; Quality Assurance</b> Contemporary software verification and testing tools and techniques 30 CREDITS	<b>Synoptic Project</b> A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	<b>Reflective Practice for Digital and Technology Professionals</b> Evidence of meeting knowledge, skills and behaviours 30 CREDITS		Level 4 Level 5 Level 6

# PROGRAMME STRUCTURE: DATA ANALYST



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	<b>Introduction to Programming</b> Using Java/Python/C# to solve simple problems. Design, implement solutions, test 30 CREDITS	<b>Digital Technology in Organisations &amp; Society</b> Critically evaluate the impact of technology on business and community, inc. ethics and legal 15 CREDITS	<b>Introduction to Business Systems</b> Role of info systems in business. Analyse requirements, develop suitable info system solutions 30 CREDITS	<b>Database Fundamentals</b> Construction and usage of relational databases in an industry-standard system 15 CREDITS	<b>DTSP Professional Development</b> Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	<b>IT Project Management</b> Software systems: analysis, modelling, specification, design, implementation, testing and maintenance 30 CREDITS	<b>Computer Networks and Security</b> Architecture of wired/wireless networks, structure of the internet, security 15 CREDITS	<b>Data Visualisation and Dashboard Design</b> Basics of visual perception and understand how design decisions impact perception 15 CREDITS	<b>Maths for Data Science</b> Fundamental maths of data science and analytics 30 CREDITS	<b>DTSP Professional Development</b> Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	<b>Advanced Relational Databases</b> Advanced SQL including non-table structures and using advanced concepts in queries 15 CREDITS	<b>Python for Data Science</b> Use of packages like pandas, numpy, scipy, etc. Use real-world data sets to apply data wrangling and cleaning 30 CREDITS	<b>Data Science Ethics</b> Ethical and legal issues including GDPR. Ethical issues when gathering, storing and analysing data, bias, etc. 15 CREDITS	<b>Machine Learning</b> Types of problems and algorithms. Apply algorithms with Python. Learn techniques such as feature selection 30 CREDITS	<b>DTSP Professional Development</b> Pathway-specific masterclass
YEAR 4	<b>Unstructured Data</b> Techniques for handling and learning from unstructured data. Non-relational models and database management 30 CREDITS	<b>Synoptic Project</b> A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	<b>Reflective Practice for Digital and Technology Professionals</b> Evidence of meeting knowledge, skills and behaviours 30 CREDITS		Level 4 Level 5 Level 6



# PROGRAMME STRUCTURE: CYBER SECURITY



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	<b>Introduction to Programming</b> Using Java/Python/C# to solve simple problems. Design, implement solutions, test 30 CREDITS	<b>Digital Technology in Organisations &amp; Society</b> Critically evaluate the impact of technology on business and community, inc. ethics and legal 15 CREDITS	<b>Introduction to Business Systems</b> Role of info systems in business. Analyse requirements, develop suitable info system solutions 30 CREDITS	<b>Database Fundamentals</b> Construction and usage of relational databases in an industry-standard system 15 CREDITS	<b>DTSP Professional Development</b> Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	<b>IT Project Management</b> Software systems: analysis, modelling, specification, design, implementation, testing and maintenance 30 CREDITS	<b>Computer Networks and Security</b> Architecture of wired/wireless networks, structure of the internet, security 15 CREDITS	<b>Security Fundamentals</b> Core concepts of computer security inc. cryptography, malware, hacking, basic attacks and mitigations 15 CREDITS	<b>Penetration Testing and Vulnerability</b> Process of a penetration test inc. designing and setting scope to resolve vulnerabilities 30 CREDITS	<b>DTSP Professional Development</b> Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	<b>Advanced Networks</b> Theoretical and practical operation of computer networks 15 CREDITS	<b>Security Governance, Policy and Audit</b> Critical aspects of cyber security including ethics, legislation and policy 30 CREDITS	<b>Incidence Response</b> Monitor servers and respond to data attacks and data breaches. Techniques for detecting network-based intrusions 15 CREDITS	<b>Applied Cryptography &amp; Information Security</b> Understanding cryptography and how this is applied to information security 30 CREDITS	<b>DTSP Professional Development</b> Pathway-specific masterclass
YEAR 4	<b>Emerging Issues in Security, Privacy and Forensics</b> Technical and societal issues posed by emerging technology 30 CREDITS	<b>Synoptic Project</b> A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	<b>Reflective Practice for Digital and Technology Professionals</b> Evidence of meeting knowledge, skills and behaviours 30 CREDITS		Level 4 Level 5 Level 6

# PROGRAMME STRUCTURE: IT CONSULTANCY



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	<b>Database Fundamentals</b> Construction and usage of relational databases in an industry-standard system 30 CREDITS	<b>Digital Technology in Organisations &amp; Society</b> Critically evaluate the impact of technology on business and community, inc. ethics and legal 15 CREDITS	<b>Introduction to Programming</b> Using Java/Python/C# to solve simple problems. Design, implement solutions, test 30 CREDITS	<b>Introduction to Business Systems</b> Role of info systems in business. Analyse requirements, develop suitable info system solutions 15 CREDITS	<b>DTSP Professional Development</b> Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	<b>IT Project Management</b> Software systems: analysis, modelling, specification, design, implementation, testing and maintenance 30 CREDITS	<b>Computer Networks and Security</b> Architecture of wired/wireless networks, structure of the internet, security 15 CREDITS	<b>Emerging Technologies</b> Analyse emerging trends and developments. How technology impacts organisations and their stakeholders 15 CREDITS	<b>Customer Lifecycle Management</b> Importance of CRM. Improving business performance using digital technologies 30 CREDITS	<b>DTSP Professional Development</b> Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	<b>Operations Management</b> Critical evaluation of the impact of organisational strategy on goals and performance 15 CREDITS	<b>Business Analytics</b> Tools/techniques for modelling, analysing, evaluating and solving business problems to enhance business performance 30 CREDITS	<b>Technology Ethics</b> Promote reflection and analysis of ethical questions around the development, adoption and use of IT 15 CREDITS	<b>IT Consultancy</b> Principals of management consultancy with a focus on information systems projects 30 CREDITS	<b>DTSP Professional Development</b> Pathway-specific masterclass
YEAR 4	<b>Strategic Information Systems</b> Evaluate organisational need for information systems to improve performance 30 CREDITS	<b>Synoptic Project</b> A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	<b>Reflective Practice for Digital and Technology Professionals</b> Evidence of meeting knowledge, skills and behaviours 30 CREDITS	Level 4 Level 5 Level 6	

# First Year: Trimester 1

## Introduction to Programming (30)

**Overview:** This unit introduces computer programming in a high-level programming language, developing your skills in problem-solving, program design, solution implementation and testing. You will learn fundamental programming principles, and how you can combine standard techniques to solve simple problems using computer software. You will gain practical experience in developing software using industry-standard programming tools in a variety of scenarios.

**Assessment:**

50% Report (describe and discuss the operation of an existing piece of code, featuring a variety of the techniques covered on the unit)

50% Software Artefact (Students will be assessed on their completion of a large programming assignment that applies their knowledge and skills attained over the duration of the unit)

## Digital Technology in Organisations and Society (15)

**Overview:** Businesses today operate in a dynamic, complex and highly integrated digital environment. This unit will challenge students to critically evaluate the impact of digital technology on contemporary businesses and their wider community. The unit will cover issues from the perspective of a simple business to the global business community touching on topics such as ethics and legal issues.

**Assessment:** Report (Students will be required to submit a 2,500-word report critically analysing the impact of a selected digital technology on one business organisation and its stakeholders.)

# First Year: Trimester 1 - Mainframe



## Introduction to Mainframe Development (30)

**Overview:** Introduces the basics of computer programming, using programming languages commonly used in mainframe applications. This will include handling of mainframe datasets and creating and submitting batch jobs. The unit will introduce students to fundamental programming techniques (e.g., use of variables, data types, sequencing, selection, and iteration), and basic techniques for designing and structuring programs. Students will complete a variety of practical exercises based on industry-style applications, providing experience of problem solving, software design, implementation, testing and debugging.

**Assessment:**

50% Assignment (completion and documentation of a large programming assignment)

50% Portfolio (based on a variety of tasks, allowing them to apply concepts covered)

# Trimester 2

## Introduction to Business Systems (30)

**Overview:** The unit introduces the role of information systems in organisations, giving students the opportunity to analyse organisational requirements and develop suitable information system solutions.

**Assessment:** MCQ (An individual multiple-choice quiz/test based on academic theory), Report (A group written report describing the project, max 4000 words.)

## Database Fundamentals (15)

**Overview:** This unit introduces students to the use of the relational model to structure data for efficient storage and retrieval. Students will gain practical experience in the construction and usage of relational databases in an industry-standard relational database management system.

**Assessment:** Portfolio (Learners will create/analyse database designs and manipulate/query databases using SQL. Industry-standard techniques will be used throughout.)

# Support for Apprentices

# Safeguarding apprentices

Manchester Metropolitan has a duty of care to safeguard ALL apprentices:

- We have robust safeguarding procedures in place to protect our apprentices.
- Our staff are regularly trained on how to identify, support and deal with safeguarding concerns.
- Employers must be aware of how to keep their apprentices safe, please familiarise yourselves with our Safeguarding Apprentices handbook on our [employer resources pages](#)



## Support with:

- Well-being and mental health issues
- Physical health, including long term illness
- Sexual harassment and sexual misconduct
- Online safety
- Domestic abuse
- Bullying in the workplace
- Misuse of substances

# 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
- Line Manager attendance at reviews is an ESFA requirement
- Point of contact for apprentice and line manager
- Pastoral support and guidance
- Support and preparation for end-point assessment
- Support the development of the apprentice's portfolio
- Lead professional development and skills workshops



## Review one

Completed within  
42 days

## Review two

Completed by  
21 February 2025

## Review three

Completed by  
16 May 2025

## Review four

Completed by  
31 July 2025



# 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 Experience Officers

Support the development of learning communities by:

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



## 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 specialist support
- A proactive approach to wellbeing
- Support for students with specific learning difficulties



## Student Hub Services Student Advisors

Non-academic related queries including:

- Student finance 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

# Disability Support

Support available for **apprenticeship students with a disability:**

- **Personal Learning Plan** documenting any adjustments you need in exams and assessments
- **Funded support available** for equipment, assistive software and additional 1:1 support whilst at university
- **Free screenings** for dyslexia and specific learning difficulties

TYPES OF DISABILITY		
Autism	Mental Health	Specific Learning Difficulties
Hearing Impairment	Physical Impairment	Visual Impairment
Long term health condition	Cancer/HIV	Dyslexia
		ADHD

# Academic Study Skills

**Study Skills Workshops** - examples include:

- Critical Writing
- Preparing for Exams
- Note Taking
- Referencing
- Time Management
- Finding Academic Resources
- Reflective Writing

**Writing Feedback** - individual support on assignment structures

**Numeracy Support**

**Short Courses:**

- The Writing Project
- The Critically Project
- Essentials for Post Graduate Study



# Apprenticeship networks



## Association of Apprentices

AoA works with UK apprentices and organisations to enhance the apprentice experience. They provide a community of likeminded peers, improve the pathway to completion for current apprentices and support development opportunities for recently completed learners.

## The Black Apprenticeship Network

This network aims to create an apprenticeship community for current and aspiring Black apprentices. Connect and share their experiences, go to fun, productive events and create new, meaningful, long-lasting connections.

## Disabled Apprenticeship Network

Brings together current and recently completed disabled apprentices, creating a friendly forum for apprentices to share experiences and offer views and proposals on what could improve apprenticeships for disabled people.

## BAME Apprenticeship Network

Designed to support all aspiring, current and graduated apprentices through mentoring, workshops and peer-to-peer networking. The network aims to change the landscape of apprenticeships for diverse communities.

# Off-the-Job Training

# What is off-the-job training?

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.”*



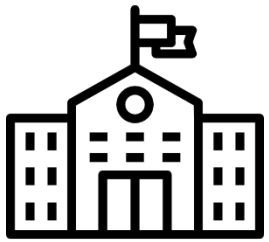
Can be delivered **flexibly**.  
For example: as a part of each day,  
one day per week, one week out  
of five or as block release

# What does off-the-job (OTJ) mean?

- Off-the-job training means undertaking a learning activity which is different from the apprentice's 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



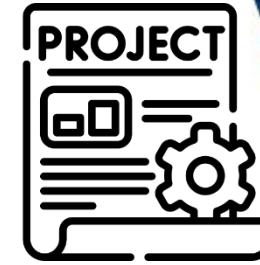
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects

**RISE**



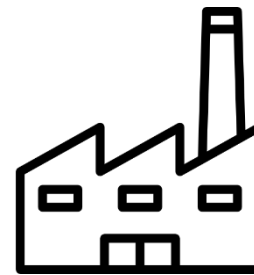
Shadowing and  
mentoring



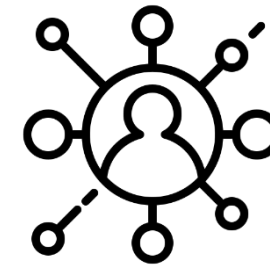
Relevant/  
mandatory  
training



Study skills



Industry visits



Outreach  
activities

**LinkedIn**  
Learning



# **Role of the Manager/Mentor Hints and Tips**

# 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:

- 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 tripartite review process (attendance at reviews is a funding requirement).
- Help to balance workload (especially around back-to-back Units and deadlines).
- Support the completion of the end-point assessment.
- 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 newfound Knowledge, Skills and Behaviours.***

# The Tripartite Review

- Reviews are a triangulation between the apprentice, skills coach and manager.
- Reviews should take place every 3 months throughout the entirety of the apprenticeship - apprentice and manager **must** attend.
- The Skills Coach will complete a Review form and upload a copy for the manager and apprentice to sign, via the ePortfolio platform (SmartAssessor).
- Reviews can take place in person or more likely, on MS Teams.

# The Tripartite Review Discussion

- **University progress** so far (attendance, Moodle, handbooks, grades, etc).
- What **progress** has the apprentice made and documented in **addressing KSB gaps**
- Agree **targets** for the ongoing **development of workplace skills and behaviours** and facilitate future development opportunities (eg shadowing, training etc).
- **Impact in the workplace:** Discussion with manager - what impact is the apprenticeship having?
- **Evidence** of development of KSBs and **support** for the EPA.
- **Six hours a week** as time off-the-job (OTJ) – ***must be logged regularly.***

# 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 end-point assessment



# Hints and 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.

# Hints and 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 the apprentice's best vocational work and expertise?
  - Does the Evidence translate clearly?
  - Does the Evidence showcase their competence in the workplace applying specific Knowledge, Skills, or Behaviours from the Standards?

# Manager/mentor role summary





# Systems and Engagement

# Attendance policy

- Apprentices are reminded that their time at University is a working day, for which they are paid, so we expect full attendance.
- Apprentices are asked to register their attendance at each *session* either via the card reader using their University ID card, or by signing a register.
- If apprentices are absent from University, they must log their absence and reason for this on 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 - apprentices will miss a considerable amount of learning which they will need to catch up on.



# 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 Company Policies Carefully

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



# 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](mailto:telapprenticeship@mmu.ac.uk)

Email and online support, 1:1 sessions

# e-Portfolio

We use an e-Portfolio platform called Smartassessor.  
[smartassessor.co.uk](https://smartassessor.co.uk)

- Account details will be sent to your work email account from the Technology Enhanced Learning (TEL) team within two weeks of apprentices starting with instructions on how to log into the system.
- Multi-Factor Authentication (MFA) required to log into the system. This can be activated via Authenticator App or Email.

As Line Manager you can monitor the progress of your apprentices e-Portfolio:

- Evidence uploaded against the standard
- Off the Job Hours (OTJ) logged
- Skills Scan results
- View and sign off reviews

- Add the following emails to the safe senders list
  - [noreply@smart-assessor.co.uk](mailto:noreply@smart-assessor.co.uk)
  - [identity@oneadvanced.com](mailto:identity@oneadvanced.com)
- Guidance:  
<https://www.mmu.ac.uk/study/apprenticeships/resources#ai-69812-3>
- Apprenticeships TEL Support Email:  
[telapprenticeship@mmu.ac.uk](mailto:telapprenticeship@mmu.ac.uk)

# Programme feedback and meetings

## Student voice meetings

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

## Employer Advisory Boards (EABs)

- Meet two/three times per year
- Employer feedback around programme delivery and development
- Supported with student feedback
- Dates set at the beginning of the year, supporting information sent one month prior

# Programme information

## INFORMATION FOR EMPLOYERS OF DEGREE APPRENTICES



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



## Useful links

[Employer resources pages](#)

[Line Manager and Mentor Guide 2024 \(mmu.ac.uk\)](#)

# Good luck!

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

