Welcome and introductions

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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

> "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

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

2015
(60 apprentices)

DTS6 2023

CDDP 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**

Manchester Metropolitan University

150+ apprentices recognised at regional and national awards

Manchester Metropolitan University

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
Manufacturing Awards 2023

Abby Whitnall, GSK
Chemical Sciences Apprentice
of the Year 2022

Howard Jackson, IBM
Rising Star, National
Apprenticeship Awards 2021
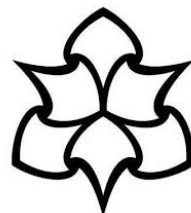
DTSS employer partners 2024

The Apprenticeship Standard

The Apprenticeship Standard: Overview

- The Standard are the Knowledge, Skills and Behaviours (KSBs) required for a particular role, as decided by a group of employers and educators.

- On a Degree Apprenticeship, students develop these KSBs through a mix of work-based learning and Masters level university learning.

- Please note, this is an approx. 24 month course, and is continuous through the summer period(s).

- Students are assessed throughout the programme through university assignments (that often relate to work-based projects).

- As an integrated programme, students receive both an MSc and Apprenticeship L7 certificate. They have to pass both, and cannot receive one qualification without the other.

End Point Assessment (EPA)

The End Point Assessment (EPA) gives the Apprentice the opportunity to demonstrate that they have attained the skills, knowledge and behaviours set out on the standard.

There are TWO parts to the End Point Assessment:

1. **A Project Report** (a written account of a set of practical tasks undertaken within a work-based project context) – the Synoptic Project Report

2. **A Professional Discussion** (a structured discussion with the Independent Assessor allowing the apprentice to respond to questions using a portfolio) - created through the Professional Development unit projects.

*Performance in the EPA will determine the Apprenticeship grade of pass, merit, distinction or fail (*both methods MUST be passed).

Your Journey to EPA in 2026

On-Programme period

1. University study

2. University assignments

3. Off-the-Job training

4. ePortfolio creation
Professional Development
unit Project 1 and Project 2

EPA Gateway Process

1. OTJ requirement has
   been met

2. All KSBs have been met

3. A portfolio of evidence
   has been submitted to
   underpin the Professional
   Discussion

4. Apprentice, employer,
   MMU happy that
   apprentice is ready

Synoptic Project Report

90 Minute Professional Discussion underpinned by a portfolio of evidence

The Apprenticeship Standard: Digital and Technology Solutions Specialist

- 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. At the end of the course, each apprentice will go through 'Gateway', signifying their readiness for EPA. As a mark of this, you will need to sign off that you are satisfied that the apprentice is consistently working at, or above, the level of occupational standard. The 'occupational standard' is outlined in the KSBs.
- Over the course of the programme, you can support your apprentice by creating opportunities for them to develop KSBs and helping them to recognise how what they are doing in the workplace correlates to knowledge, skills or behaviours.
- The programme includes requirements for several workplace projects. Therefore, you can also support your apprentice by helping find relevant projects.
- Become familiar with the Digital and Technology Solutions Professional apprenticeship standard <u>here</u>.

The Apprenticeship Standard

Example Core Knowledge, Skills and Behaviours

CK3

The role of leadership in contemporary technology based organisations.

CS3

Deliver workplace transformations through planning and implementing technology based business change programmes including setting objectives, priorities and responsibilities with others in an area of technology specialism.

CS4

Negotiate and agree digital and technology specialism delivery budgets with those with decision-making responsibility.

CB1

Inspire and motivate others to deliver excellent technical solutions and outcomes.

CB5

Develop and support others in developing an appropriate balance of leadership and technical skills.

The Apprenticeship Standard cont.

Look at these example KSBs. Can you think of projects/roles or activities that will allow your apprentice to develop these area? Do you have any questions?

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CK3	The role of leadership in contemporary technology based organisations.
CS3	Deliver workplace transformations through planning and implementing technology based business change programmes including setting objectives, priorities and responsibilities with others in an area of technology specialism.
CS4	Negotiate and agree digital and technology specialism delivery budgets with those with decision-making responsibility.
CB1	Inspire and motivate others to deliver excellent technical solutions and outcomes.
CB5	Develop and support others in developing an appropriate balance of leadership and technical skills.

Professional Development Unit & KSBs

- Apprentices must create a Portfolio of evidence before gateway and before their End Point Assessment that will underpin the **Professional Discussion**

- We structure this through the **Professional Development Unit**

- Apprentices are asked to complete two projects for this unit that demonstrates their competencies against each of the KSB areas identified in the assessment plan for the Professional Discussion element of the EPA (a total of 26 KSBs).

- These projects enable the apprentice to demonstrate how they have applied the knowledge, skills and behaviours of the Standard in a real-work environment to achieve real-work objectives

It is essential for you as Line Managers to support your apprentices to find opportunities within the workplace to develop these KSBs.

Professional Development Unit: Project Reports

- Students will be asked to submit a report that covers:
  - Task 1: KSB Mapping
  - Task 2: Evidence
  - Task 3: Witness Testimony
  - Task 4: Reflection

- As a line manager, you will support students with mapping KSBs to the project (Task 1), discussing 2-5 pieces of suitable evidence for each KSB (Task 2) and providing a witness statement (Task 3).

- Student reflection (Task 4) will follow an academic model, but it would be helpful if they had the opportunity to reflect on the project once complete before writing this.

- Deadlines for 2024 starters:
  - Project 1: **Monday 1 September 2025**
  - Project 2: **Tuesday 31 March 2026**

Please note, if an apprentice misses the deadline for Project 1 or Project 2, this will impact their progress metrics and they may be placed 'Below' target. If needed the apprentice might also be placed on a supportive 'Engagement Procedure'.

The Engagement Procedure: Overview

Action plan

• If there are issues in relation to attendance, OTJ or eportfolio development, an action plan might be put in place.

• The skills coach will include you in the action planning discussion.

• This is supportive and is designed to help you get back on track with your apprenticeship studies.

Stages of Engagement Procedure

Apprentice Action Plan → Escalation to Programme Manager → Escalation to Apprenticeship Development Manager → Escalation to Senior Management Team

The Engagement Procedure

Examples of apprentice non-engagement:

- Non-attendance of mandatory timetabled face-to-face and online teaching.

- Non-attendance at two consecutive mandatory tripartite reviews.

- Non-engagement with E-Portfolio activities (at least monthly logging of OTJ).

- Failure to undertake sufficient OTJ training activities.

- Assessment non-submission.

- Requests for more than two assessment extensions.

Strategies for Success: Supporting your Student

- Many of the KSBs focus on:
  - Leadership
  - Management
  - Strategy
  - Transformation

- Depending on the experience, role and organisation, some of these areas might be more challenging than others.

- While apprentices will be responsible for producing the work, they may need your support to be exposed to work that allows them to develop and demonstrate these KSBs.

- Following this session, we will send you the list of KSBs so you can discuss this with your Apprentice. We strongly suggest that you try and meet and discuss the KSBs together before the first scheduled Review. This means the Skills Coach can address any questions early on in the programme.

- It can be helpful, if/when possible, to align workplace targets/objectives to KSBs.

Programme Overview and Structure

DIGITAL & TECHNOLOGY SOLUTIONS SPECIALIST

Qualification: MSc Digital & Technology Solutions and L7 Specialist Apprenticeship

Date: 23rd September 2024   **Duration:** 24 months

Delivery Model: Block release – 3 consecutive days per month (34 days F2F over two years at our All Saints Campus, central Manchester)

Specialisms: IT Strategy, Software Engineering, Data Analytics and Cyber Security

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PROGRAMME STRUCTURE: CORE UNITS

CORE UNITS

Digital Leadership & Transformation

Develop the **strategic thinking** and **leadership skills** of apprentices for managing the **strategic contribution of digital technologies** to organisational success and transformation

Information Systems

Professional, ethical and legal issues for IT professionals. Focuses on the **interface between information systems and business organisations**. Explores the development and management of socio-technical systems

Reflective Practice in Digital Leadership

Development of a **portfolio documenting the development of professional skills** and behaviours in the workplace that align to the apprenticeship Standard

Professional Development

Work based practice **cementing the knowledge, skills and behaviours** of the standard, apprentices build up a professional portfolio

PROGRAMME STRUCTURE: SPECIALIST UNITS

SPECIALISMS			
IT Strategy	**Cyber Security**	**Software Engineering**	**Data Analyst**
Data Management (20), IT Consultancy (20), Managing Enterprise Systems (20)	Cyber Security Principles & Practices (30), Advanced Network Security (30)	Software Engineering Principles and Practices (15), Software Testing and Maintenance (15), Cloud Computing (15), Service Orientated Software Engineering (15)	Computational Statistics (30), Data Analytics (30)

SYNOPTIC PROJECT AND EPA

PROGRAMME STRUCTURE: SYNOPTIC PROJECT AND EPA

SYNOPTIC PROJECT AND EPA

SYNOPTIC PROJECT

- Delivered in the final six months of the programme
- Significantly sized, practical project undertaken in the workplace
- Typically developing or delivering a new customer offering or transforming ways of working through digital innovation

END POINT ASSESSMENT

- Integrated into the Master's programme
- Delivered by University academics independent of the programme
- Includes a project report and professional discussion

ORDER OF UNITS

Year 1

Autumn Term (Sept-Dec)	Spring Term (Jan-Apr)	Summer Term (May - Sept)
Core- Digital Leadership for Transformation (20 credits) Core- Information Systems (20 credits)	Specialist Units	Core- Reflective Practice in Digital Leadership (20 credits)

Core- Professional Development (not credit bearing)

Year 2

Autumn Term (Sept-Dec)	Spring & Summer Term (Jan-Sept)
Specialist Units	Synoptic Project : (60 credits)

Core- Professional Development (not credit bearing)

DEGREE CLASSIFICATIONS:

Percentage	Grade
70%+	Distinction
60-69%	Merit
50-59%	Pass
0-49%	Fail

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 <u>employer resources pages</u>

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

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

Manchester Metropolitan University

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		Specific Learning Difficulties
Autism	Mental Health	Visual Impairment
Hearing Impairment	Physical Impairment	Dyslexia
Long term health condition	Cancer/HIV	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 Apprentice 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 Apprentice 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.
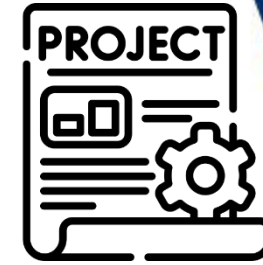
Good examples of OTJ time
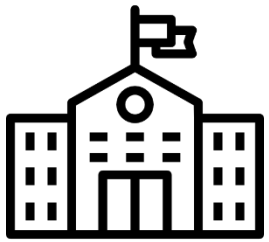
University attendance

Online learning/study
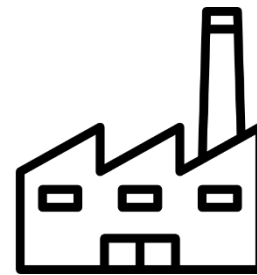
Completing assignments
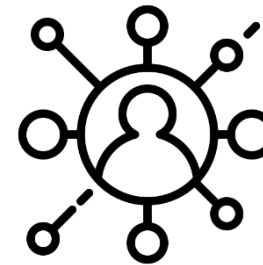
Reading and research

Projects

Shadowing and mentoring

Relevant/ mandatory training

Study skills

Industry visits

Outreach activities

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

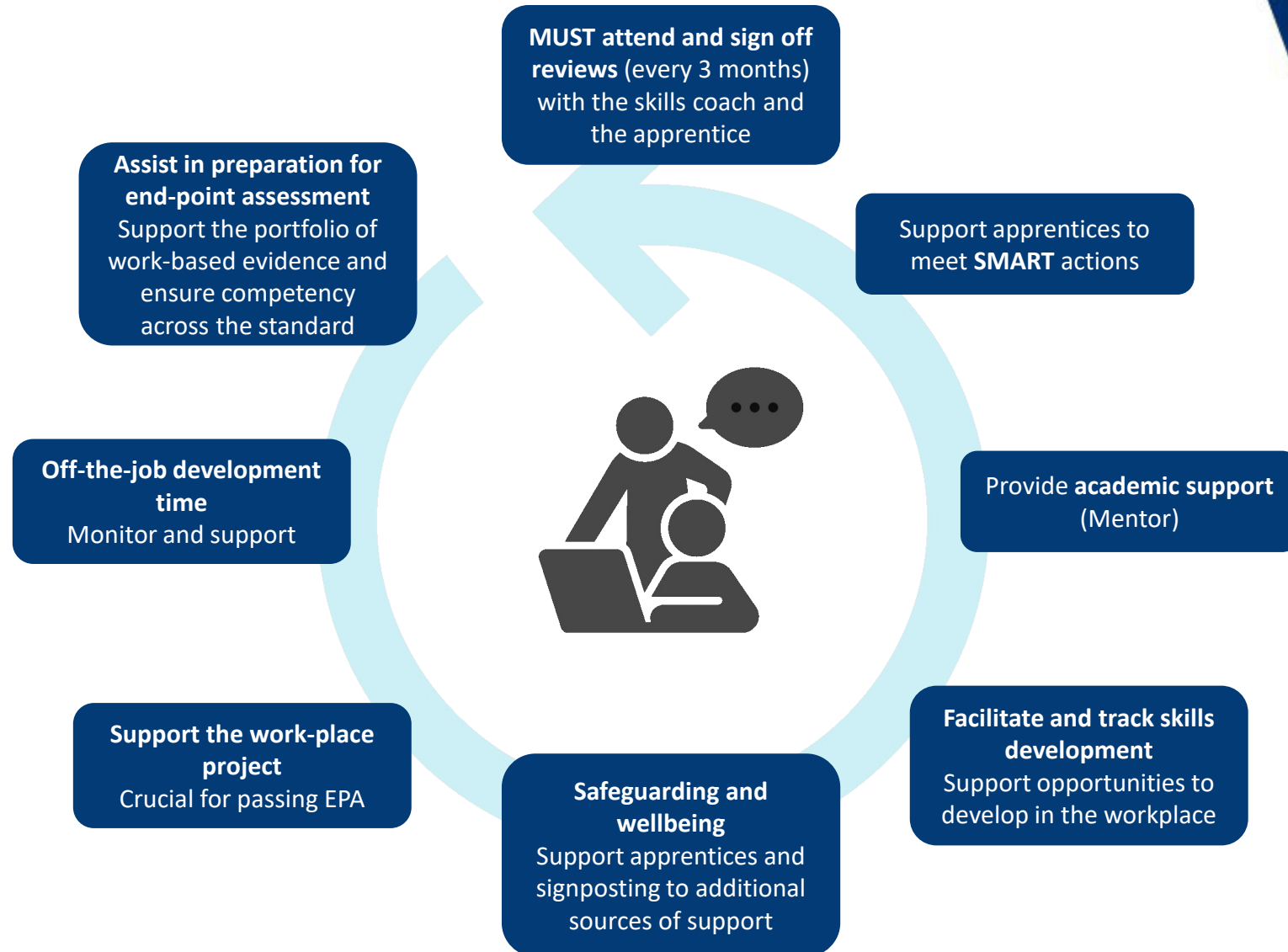- Support the completion of the end-point assessment

Hints and tips

- **Get comfortable with the Standards and KSBs**

- **Ensure good communication**

  o Arrange regular one-to-ones to monitor progress.

  o Make sure apprentices tell you when Reviews are scheduled and any deadlines they are working to.

  o Recognise pinch-points early and plan accordingly

- **Share your expertise**

  o Talk to them about shadowing and other work-based development opportunities.

  o Facilitate learning in other areas of the organisation.

- **Work hand-in-hand with Skills Coach**

  o Ensure your apprentice accesses the support available.

Hints and tips cont.

- **Gathering portfolio evidence**

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

  o Make this a regular feature of discussions.

- **Reviewing Evidence**

  o Does this Evidence showcase the apprentice's best vocational work and expertise?

  o Does the Evidence translate clearly?

  o Does the Evidence showcase their competence in the workplace applying specific Knowledge, Skills, or Behaviours from the Standards?

Manager/mentor role summary

MUST attend and sign off reviews (every 3 months) with the skills coach and the apprentice

Support apprentices to meet **SMART** actions

Provide **academic support** (Mentor)

Facilitate and track skills development
Support opportunities to develop in the workplace

Safeguarding and wellbeing
Support apprentices and signposting to additional sources of support

Support the work-place project
Crucial for passing EPA

Off-the-job development time
Monitor and support

Assist in preparation for end-point assessment
Support the portfolio of work-based evidence and ensure competency across the standard

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
Email and online support, 1:1 sessions

e-Portfolio

We use an e-Portfolio platform called Smartassessor.
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
  - identity@oneadvanced.com

- Guidance: https://www.mmu.ac.uk/study/apprenticeships/resources#ai-69812-3

- Apprenticeships TEL Support Email: telapprenticeship@mmu.ac.uk

Manchester
Metropolitan
University

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

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.