

SODA Degree Apprenticeship Creative Digital Design

**Line Manager and Mentor Training
Sept 2024**



This session will be recorded

Agenda

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

Welcome: CDDP Apprenticeships Programme Team



Cluster Programme Leader
Dr Danny Cookney
Danny.cookney@mmu.ac.uk



Programme Manager:
Tom Latimer
T.Latimer@mmu.ac.uk



Apprenticeship Development Manager
Alex Barker
a.barker@mmu.ac.uk



Skills Coach:
James Webster-Gardiner
James.Webster-Gardiner@mmu.ac.uk



Senior Skills Coach:
Tracy Thompson
T.Thompson@mmu.ac.uk



Skills Coach:
Ellie Cresswell
e.cresswell@mmu.ac.uk



Skills Coach:
Andrew Charlton
andrew.charlton@mmu.ac.uk

CDD EMPLOYERS 2024



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
Manufacturing Awards 2023



Abby Whitnall, GSK
Chemical Sciences Apprentice
of the Year 2022



Howard Jackson, IBM
Rising Star, National
Apprenticeship Awards 2021

Some of our 600 employer partners



accenture



ARUP

ASDA



ODEON



SIEMENS

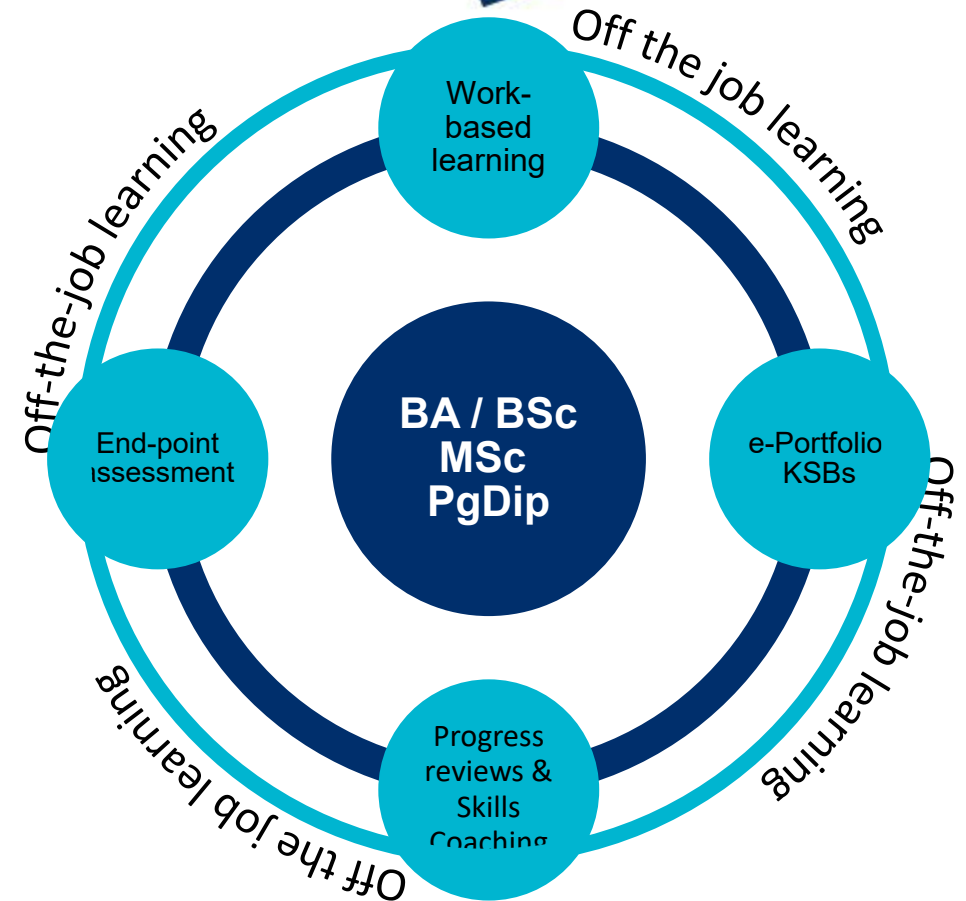
TalkTalk



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, it is crucial that you are aware of the **knowledge, skills and behaviours** within the apprenticeship standard and support your apprentice to develop in these areas.

This can involve creating opportunities for them to grow in these areas or helping them to recognise what they are doing in the workplace correlates to a knowledge, skills or behaviour.

Become familiar with the Apprenticeship standards :

[Creative Digital Design Professional \(Integrated Degree\)](#)

CDDP

Developing capable, confident and creative digital professionals equipped for a rapidly changing digital world

Academic Programme

Creative Digital Design Professional Degree Apprenticeship

Qualification: BA (Hons) Creative Digital Design

Duration: 48 months

Delivery Model

- Blended model
- 1 intensive 2-day teaching block on-campus + 2 x 0.5 days online per units
- Interactive Q&A sessions to check workplace application

School of Digital Arts (SODA) in collaboration with **Business School**.



Creative Digital Design Units - 4 Year Overview

YEAR 1	Creative Digital Design Fundamentals	Graphic Design Fundamentals	Introduction to User Experience
	Accessible Design	Platform Production Fundamentals	Visual Identity & Branding
YEAR 2	Data Visualisation and Storytelling	Digital Media Platforms 1 - User Interface	Digital Media Platforms 2 - Audio-visual
	The Communication of Ideas	Concept and Prototype Development	Managing/Operating Digital Brands
YEAR 3	Workflow, Process and Practice	Project Design and Delivery	Digital Design Governance
	Emerging Platforms and Technologies - 3D	Digital Media Platforms 3 - Immersive	Technology and Design Emerging Practice
YEAR 4	Production Planning and Management	Synoptic Project: Define and Design (30 credit)	CDDDA Synoptic project: Do and review (20 credit)
	Design Leadership and Strategy		
	Career Development and Portfolio (10 credit)		

CDDP Learning Model : Example Y1 Sem 2

	Wednesday	Thursday
10am -1pm	Accessible Design	Platform Production Fundamentals
2pm – 5pm	Accessible Design	Platform Production Fundamentals

**CREATIVE
DIGITAL
DESIGN
FUNDAMENTAL**

**GRAPHIC
DESIGN
FUNDAMENTAL**

**INTRODUCTION
TO UX**

- A range of creative processes and perspectives will be introduced in this unit. They will be explored alongside an investigation into industry standard toolsets and workflows as used within contemporary creative design industries. The work will be evidenced through the production of a portfolio of work.
- This unit explores the fundamental theories, principles and methods of graphic design practice including the use of image, typography, colour, hierarchy, scale, grids and composition within digital design layouts. Apprentices will undertake research within the field of design and related areas of visual culture and explore the introduced concepts via the production of practical digitally produced design work as supported by tutor and peer/industry critique.
- This unit will introduce the principles of design for users' digital experience and their application within digital design process. This includes the fundamental concepts of user experience design including audience identification, user research methods, user-centric design, user journeys, design theories, wireframes, and human diversity.

ACCESSIBLE DESIGN

- This unit will introduce the fundamentals of accessible design and what that means and includes. It fosters the development of understanding of accessibility, inclusive design, universal design, and cultural requirements and their integration with design processes. Legal and ethical frameworks affecting development of digital designs will be explored and discussed.

VISUAL IDENTITY + BRANDING




- This unit explores the core components of what makes digital brands distinguishable and identifiable, along with the different contexts within which they might be explored, e.g. in design, advertising and business. This unit will also consider what visual identity and branding are in a historical, social, cultural and commercial context.



PLATFORM PRODUCTION FUNDAMENTAL

- This unit uses current and directed interactions with contemporary digital platforms, environments and technologies to begin a process of investigating, critiquing, and questioning how these platforms work. By making links between theory and practice apprentices will survey and define what may be unique aspects of digital design practice.

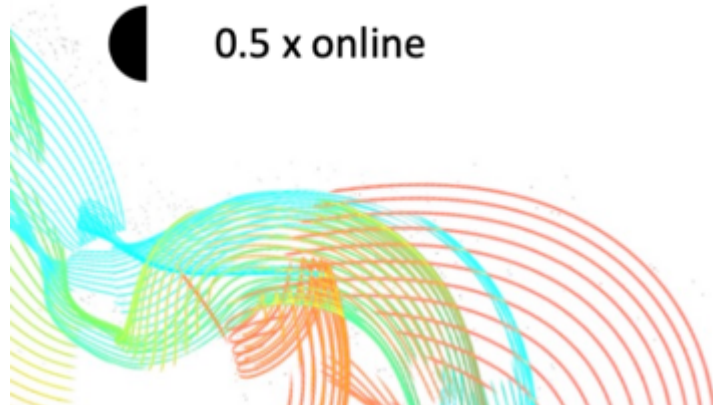
CDDP Delivery Model : Y1 Semester 1 Example

Delivered in a hybrid delivery attendance model of 2/3 classroom lectures and workshops, and 1/3 by online sessions focussed on...

-  Creative Digital Design Fundamentals
-  Introduction to User Experience
-  Graphic Design Fundamentals

-  1 x on campus
-  0.5 x online

As indicated in the image below highlighting taught sessions in Semester 1, apprentices' university-based learning is clustered around specific points alongside further support opportunities.



Example Learning Objectives for Y1 Units

CDDF

- Recognise and express theoretical perspectives and approaches to digital design.
- Distinguish and example digital design workflows through the production of defined digital artefacts in response to a given brief.
- Outline and record their professional development.

GDF

- Locate and analyse a diverse range of research material relating standard methods graphic design practice.
- Formulate a variety of creative responses which utilise fundamental graphic design theories, principles and methods.
- Produce a portfolio of relevant finished digital design artefacts.

IUX

- Describe key principles and theories surrounding user experience design to the critical evaluation of a digital product.
- Review and apply user experience design approaches.

Line Manager Synopses for Units

Programme assessments

- Practical application of ideas
- Nothing in the abstract, relies on real-world situations for work-based learning
- Proposals, essays, designs, content creation, reports, portfolios, videos
- Line Manager Assignment Overview

Unit name	Graphic Design Fundamentals
Unit code	1J4Z1050

Other connected units:

Visual Identity and Branding
The Communication of Ideas

Line manager synopsis:

Unit overview:

This unit explores the fundamental theories, principles and methods of graphic design practice including the use of image, typography, colour, hierarchy, scale, grids and composition within digital design layouts. Apprentices will undertake research within the field of design and related areas of visual culture and explore the introduced concepts via the production of practical digitally produced design work as supported by tutor and peer/industry critique.

An example of a graphic design output from within the apprentice's organisation will be selected on the understanding that there are aspects that can be improved. Apprentice's will annotate the existing design while considering how it performs against what have been established as fundamental design principles. Following this process, a redesign process will take place using a rationale that is drawn from the apprentice's background reading and understanding of successful and functional graphic design.

An example submission might consist of an overview of company email communications that are intended to keep customers up to date with an ongoing transaction. Following the apprentice's detailed critique of the current email format, it may be found that the hierarchy of information is flawed: that it seemingly prioritises detail that is not immediately required by the user. Additionally, it may be argued – with support from research – that a graphic device could better illustrate where the customer is in terms of completing the transaction. The apprentice will then look to demonstrate an improved version complete with notes that highlight and explain the changes.

Content covered:

Session 1

The underpinning principles of graphic design and how we can evaluate a designed product. Design terminology and definitions. Analysing our own organisations' graphic design materials.

Session 1

Key movements and schools of design including a historical perspective. Referencing.

Session 3

Redesigns: overview of previous projects. Changing culture through design.

Session 3

Writing about design. Assessment support.

Learning outcomes:

LO1 Locate and analyse a diverse range of research material relating standard methods graphic design practice (K1, K2).
LO2 Formulate a variety of creative responses which utilise fundamental graphic design theories, principles and methods (K1, K2, S2).
LO3 Produce a portfolio of relevant finished digital design artefacts (S9).

Unit name	UX Human Contexts
Unit code	1J4Z1001

Other connected units:

UX Origins and Applications
UX Practice 1: Making
(The apprentices work on the same project/problem for the three units.)

Line manager synopsis:

Unit overview:

This unit will explore and examine the context of people within user experience, looking at user and human behaviour.

Apprentices will select a product from their workplace (as also applicable to the semester's other two units), then identify its users and their behaviour. Using the information gathered from secondary and/or primary sources, UX artefacts will be created. Apprentices will produce personas, a user story, a user scenario, and a user map that can be used professionally with colleagues within the UX design process.

Alongside the artefacts, apprentices will write a report that describes user behavioural theories.

An example submission could include a document with annotated UX artefacts focussed on users of a price comparison product. Annotations may contain definitions of what each artefact is, and notes about interesting insights the artefacts highlight. For example, some users may want to see the cheapest options, whereas other may want filters to refine what they see based on specific criteria. A written report accompanies the artefacts, introducing and describing relevant user behavioural theories and how they positively or negatively impact the user(s) researched in the UX artefacts.

Content covered:

Sprint 1:

- Terminology for referring to users (target market, target audience, and end user).
- Overview of methods and approaches to gather research about users (secondary research, observations, interviews, and surveys).
- Introduction to design and UX principles (Dieter Rams' 10 Principles of Good Design, and Nielsen/Norman's Visual-Design Principles in UX).

Sprint 2:

- Empathy mapping.
- Personas and information to include (such as NRS social grades, needs and aspirations, problems and concerns, and demographic data).
- User scenarios (written, storyboard, or comic form).
- User stories (as a... I want to... so that...).
- Introduction to different types of user maps (journey map, experience map, user story map, workflows, and wireflows).

Sprint 3:

- Introduction to usability (Queenberry's 5Es of Usability, Norman's Design of Everyday Things, and Microsoft's Inclusive Design Toolkit).
- Models of disability (legal and social).
- Principles of inclusive digital design.
- Cultural design (Hofstede's 6 Cultural Dimensions, and mental models).
- Behavioural theories (nudges theory, cognitive load, and Gestalt principles).
- Deceptive design (Brignull's 12 types of deceptive design).

Learning outcomes:

- LO1 Describe established theory related to the analysis of human behaviour with digital products (K2, K3, K13, S7, B4).

Degree Classifications

Classification	Percentage
1st	70% and above
2:1	60%
2:2	50%
3 rd	40%
Fail	Below 40%

Unit level	Final classification weightings	
	<i>Either</i>	<i>Or</i>
4	(Note: must pass and progress all level 4 units)	
5	25%	
6	75%	100%



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



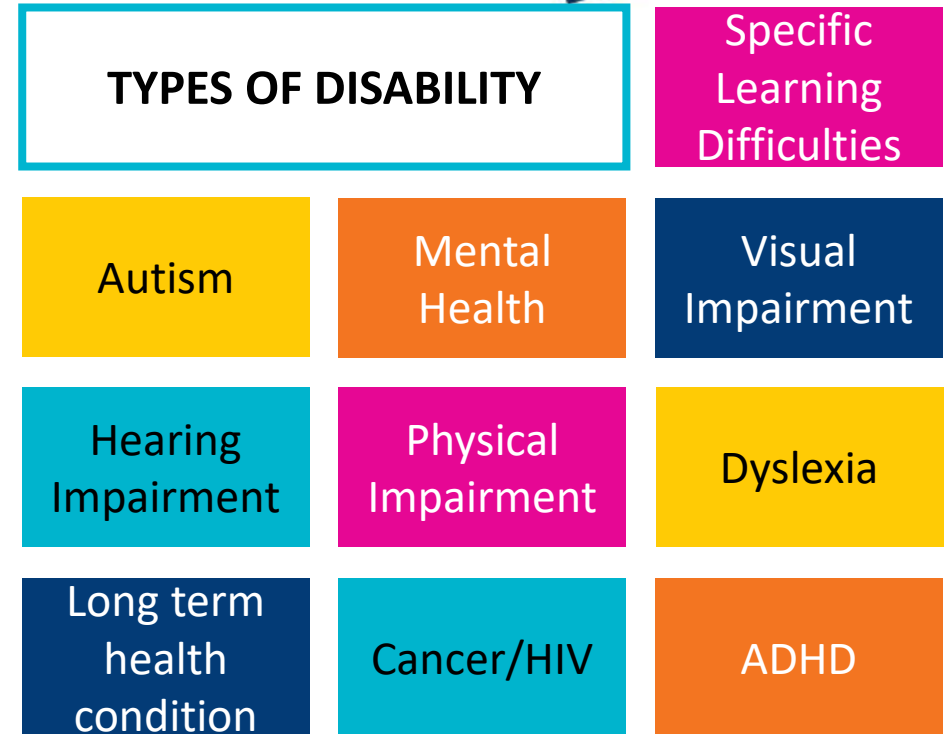
Counsellors and Mental Health Advisers

- 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



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.”



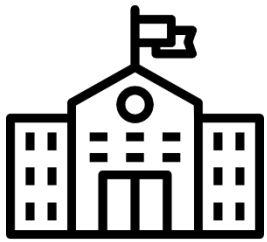
Can be delivered **flexibly**.
For example: as a part of each day,
one day per week, one week out
of five or as block release

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



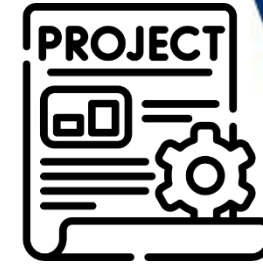
Online
learning/study



Completing
assignments



Reading and
research



Projects

RISE



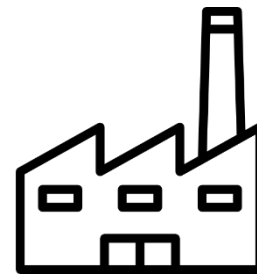
Shadowing and
mentoring



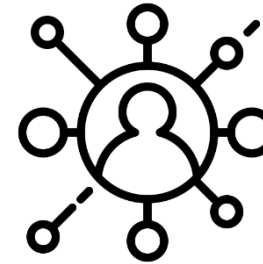
Relevant/
mandatory
training



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.*

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.



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

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, 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



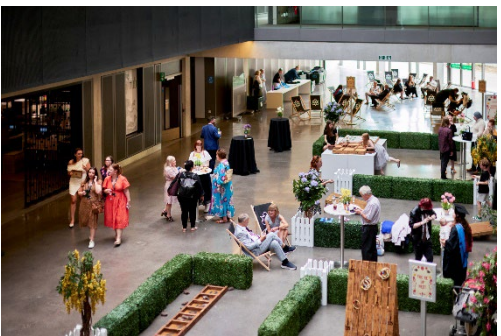
Useful links

[Employer resources pages](#)

[Line Manager and Mentor Guide 2024 \(mmu.ac.uk\)](https://mmu.ac.uk)

Good luck!

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



End

