

University

Specialist university for degree apprenticeships

- •Largest university provider of Degree Apprenticeships in the UK
- •Highest placed university for 3 years running in *Rate My Apprenticeship 2019,* 2020 and 2021
- •OFSTED Outstanding Provider November 2018: "Leaders have a clear vision to provide high quality programmes...to make higher education accessible and beneficial for all."
- •Winner of *Digital Apprenticeship Provider of the Year* 2020 FE Week & AELP
- •Global interest, advising other countries New Zealand, Spain, Canada and Australia



CMDA HSC – London cohort – January 2022

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What our apprentices are achieving...

- 40% of Manchester Met apprentices are the first in their family to go to university
- 34% of current Manchester Met STEM apprentices are women, compared to national average of 22% reported by the Office for Students (2020)
- 33 of our apprentices have won regional or national awards
- Pay rises and promotions 78.3% of Manchester Met Degree Apprentices received a pay-rise and 64.2% received a promotion during their apprenticeship
- Over 97% of apprentices achieved a Distinction or Merit at their EPA last year, furthermore
- Over 90% achieved a 1st or 2:1 in their degree







Aaron Oreschnik, Pizza Hut 2019 NW Higher or Degree Apprentice of the Year

Tasmia Niazi, Lloyds Highly Commended in BAME Apprenticeship awards 2020







Jamie Edge, Bardays UK IT Industry Awards

"Apprenticeships are another way of promoting equality in the workplace, empowering women and bridging the gender pay gap."

Christianah Awodiji, Chartered Manager Degree Apprentice



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Employer partners include































































What makes our programme different?



- Started in January 2018 around 15 cohorts have started
- Designed with NHS Trusts and local authorities
- Co-taught between the Business School and Faculty of Health & Education
- Health and social care content focusing on integrated care
- For experienced health and care professionals in both clinical and non-clinical roles
- Recognition of prior experience means achievement of a full BA (Hons) degree in two years
- 60+ employers, including NHS Trusts in the North West, Yorkshire, Midlands, London and East of England

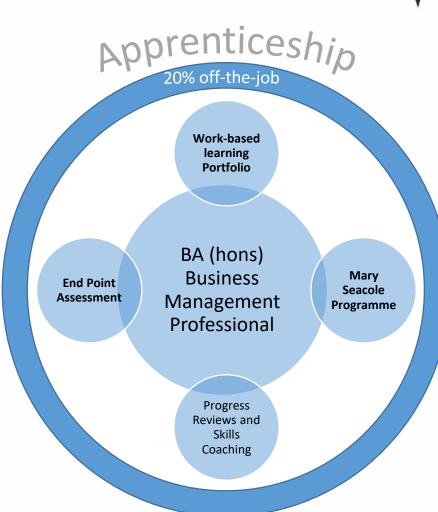


CMDA HSC - Midlands cohort - Oct 2021

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- 2 years (Entry at Level 6)
- 16 classroom days @ MMU's Business Building in Manchester
- No cost to learners –funded by levy £15,000 not £22,000
- EPA and resit costs included in fees
- Integrated Mary Seacole Programme
- Applied assessment and no exams
 - Tailored to the workplace where possible
- Skills Coach Support
 - Quarterly three-way progress reviews with apprentice, line manager and Skills Coach recorded on e-Learning platform



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Key Considerations and Entry Requirements

- 20% of time 'Off the Job'
- Manager and/or mentor support 4 x Skills Coach review per year
- All applicants need to have a minimum of two years of management experience and work at least 30 hours per week in a suitable role
- Functional Skills needed prior to starting, especially if applicant without a degree.



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Entry requirements



Entry	Qualifications	Experience
Route 1 Direct	Masters, degree (in a different subject)	2 + years managerial experience
Route 2 Direct with well written Personal Statement that demonstrates writing ability	Level 5 qualifications such as DipHE, ILM or CMI L5 in Leadership and Management, HND and Mary Seacole Award.	2 + years managerial experience
Route 3 -With 500 word entry assessment and well written Personal Statement	Level 4 qualifications such as HNC, Cert HE, ILM /CMI award Leadership and Management Level 4 and Edward Jenner Award.	2+ years managerial experience
Route 4 - With 500 word entry assessment and well written Personal Statement	Applicants with qualifications that do not meet the above criteria.	5+ years managerial experience

All applicants need GCSE Mathematics and English Language (grade A*-C / 9-4) or equivalent Level 2 Functional Skills.

Off the job

20% "off-the-job" training or development time is a legal requirement of the apprenticeship. It is critical time to develop new knowledge, skills

and behaviours.

20% off-the-job development includes:

- University attendance and e-learning
- Assignment development and write-up
- Work-based projects
- Shadowing, mentoring and development tasks
- Work and industry visits
- Training courses and competitions

It does not include:

- Functional Skills support at level 2
- Progress Review meetings with Skills Coach

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- EPA assessments
- Training outside of working hours

To help plan OTJ

A standard 5 day week – 1 day for OTJ = 20%. The 16 classroom day per year count towards this total.

Consider spending:

- Some of your OTJ developing KNOWLEDGE
- Some OTJ time SKILLS DEVELOPMENT to







20% Off-the-job Development

Off-the-job training: steps to help you determine whether an activity counts as off-the-job training





Is it directly relevant to the apprenticeship standard or framework?





Is it teaching new knowledge, skills and behaviours?





Is the learning taking place within the apprentice's normal working hours (paid hours excluding overtime)?





If it's English or maths, is it above level 2?







This isn't off-the job training











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Who is this apprenticeship for?

Applicants need to have a minimum of two years of management experience and work at least 30 hours per week in a suitable role, can be clinical or non-clinical

Some job roles of recent apprentices

- Ward Manager
- Emergency Department Matron
- Deputy Clinical Services Manager: Imaging
- Registered Manager (Care)
- Anticoagulant Specialist Nurse
- Perioperative Practice Educator
- Procurement Manager
- Programme Coordinator
- Estates Manager
- Workforce Development Lead
- Senior Pharmacy Technician
- Operational Manager
- Clinical Governance Lead
- Medical Photographer

- Specialist Biomedical Scientist
- Team Manager
- Medical Workforce HR Coordinator
- Performance Manager
- Sister
- Project Manager
- Senior Administrator
- Senior Manager
- Podiatry Team Leader
- Right Start and School District Nurse Manager
- Learning Disability Manager
- Patient Flow Manager
- Social Work Dept Manager
- Radiographer



Programme Overview

	Year 1			Year 2	
Developing Self and Others (DSO) 15 Credits	Strategic and Operational Thinking in the Health & Social (SOT) 15 Credits	Managing Change and Innovation in Health and Social Care (MCI) 15 Credits	Key Principles in Health and Social Care Practice	Project Management and Portfolio (PMP) 30 Credits	End Point Assessment 1. Pro Discussion 2. Project
Study Skills Sessions (Available all year)	Mary Seacole Programme within Leadership and Management of People (LMP) 15 Credits -Portfolio – ongoing development of you		(KPHSC) 30 Credits ur Apprenticeship Portf	End Point Assessment preparation folio	Showcase and Graduation













Year one units

Unit	Summary	Assessment	
Developing Self and Others (15 credits)	This unit will focus on personal development of the apprentice as well as the apprentices contribution to the development of others.	Reflective essay and development plan (3000 words). Develop a proposal for a coaching and mentoring plan for yourself and someone on your team.	
Strategic and Operational Thinking in the Health and Social Care Context (15 credits)	This unit allows leaders or future leaders to understand and develop operational strategies for their Healthcare Organisation.	Report (Strategic Plan), typically 3000 words. Students will construct a strategic and operational plan , setting and justifying targets and KPIs priorities, critiquing resource management processes and Commissioning and Contracting, setting out policies.	
Mary Seacole Programme within Leadership and Management of People (15 credits)	Designed to develop knowledge and skills in leadership and management – Over 5 months 12 units/sections	Reflections, online discussion groups and 2000 word assignment.	
Managing Change and Innovation in Health and Social Care (15 credits)	This unit will examine innovation and organisational performance in Health and Social Care Organisations. This will include an exploration of the role of digital technology in providing opportunities for innovation and performance enhancement.	The apprentice will produce a presentation, which critiques the implementation of an innovation within an organisation, including a consideration of the contribution of advances in digital technology.	



Year two units

Unit	Summary	Assessment
Project Management and Portfolio (30 credits)	In this unit, apprentices will complete a work-based project and apprenticeship portfolio.	Project Portfolio: the student will produce a project proposal (typically 1500 words) Presentation (typically15- 20 Minutes).
Key Principles in Health and Social Care (30 credits)	This unit invites students to develop evidence-based knowledge and expertise relating to the challenges presented by integrated working in the public sector.	Presentation 50% They will then describe and critically analyse the values that underpin practice, incorporating discussion of the principles of economics, governance and their impact upon practice. Essay 50% The apprentice will identify a named health/social care policy or practice framework. They will then explore the impact of this policy or framework on the safeguarding practices for a named group of people or community.

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Synoptic Project examples



Strategic Ambulance Divert Project

Joanne King - Greater Manchester Health and Social Care Partnership



"We were stuck in the corridor for 12 hours."

"NHS staff caring for an 'exceptional' number of young patients opened an extra ward overnight to cope with bed shortages.



ership

	Reduction in ambulance handover delays (hours) 2018 vs 2019 monthly comparison			
	June	July	August	Total
Royal Bolton	67	137	20	224
Salford Royal	50	89	60	209
Wigan Infirmary	95	231	412	412
Total ho	urs saved as	a result of	the project:	867 hrs

Executive Summary

A strategic ambulance divert pilot was conducted in collaboration with three Greater Manchester Trusts. At peak times, ambulances were automatically diverted from one emergency department to another for a period of an hour. The aim was to limit the number of patients presented to hospitals at capacity (increasing patient care), and to reduce the average time of diversion requests.

The pilot replaced an autonomous approach in which Trusts would have to formally request ambulance diversions on an individual basis. Of these requests, 60% would be rejected and the average approval time was 60 minutes. The pilot developed agreed metrics by which the decision to divert would be taken by a central hub manager operating across the three participating Trusts.

As a result of the pilot, delay in request time was reduced and ambulance handover delays of longer than 15 minutes were significantly reduced across all hospitals, allowing ambulances to attend patients for an additional 867 hours.





Executive Summary

The project involved a systematic review of an underperforming department to analyse performance against targets and implement operational improvements. Analysis of KPIs showed under-utilisation of theatre space against capacity and a failure to meet referral to treatment (RTT) times for the 2,000 patients on the waiting list.

A number of improvements were implemented as a result of the project, including modifications to administrative processes and procedures relating to activity planning, the creation of a high-priority patient list and the implementation of staff training and development. Standard reporting tools were also developed, providing clear and concise monthly data on departmental performance.

Over the two-month window: patients waiting up to 40 to 51 weeks for treatment was reduced by 25%; the planned and actual utilisation of theatre space improved by 15%; and compliance towards 18-week RTT targets rose by 7%. These efficiencies are estimated to have reduced the deficit for the department by around £145,000.



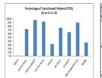
Switching 80% of patients over to a bio-similar medication

Tracey McLaren - Manchester University NHS Foundation Trust (MFT)













Executive Summary

"Playing a part in saving £150 million on the NHS's most costly drug"

A project to transition 80% of patients currently receiving Humira® for a range of health conditions over to the most cost effective bio-similar medication, in this case Amgevita®. Over 900 patients receive this medication via the Pharmacy Homecare Service at Manchester Foundation Trust where medication is delivered to the patient's home or address of choice.

The project commenced May 2019 with the aim to have 80% of patients transitioned over to the bio-similar medication within 12 months of the originator drugs patent expiry - October 2019. The project met clear milestones, and overcome recruitment and resource barriers. The patients were transitioned safely with no incidents reported in relation to the switch. With a final modelled financial saving for 2019/2020 in excess of £650,000



Skills Coaches & ADM



- Dedicated **Skills Coaches** who conduct **Progress Reviews** with apprentice and employer/ mentor to monitor progress, facilitate skills and behaviours development and set workplace targets. (every 12 weeks)
- Point of contact for Apprentice and Line Manager.
- Pastoral support and guidance (e.g. EFs and referrals) and encouragement.
- Support and preparation for End-Point Assessment (EPA).
- Dedicated Apprenticeship Development Manager (ADM) for account updates, progress reporting, ad-hoc questions and contact at an employer level.







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Apprentice Outcomes

- Successful apprentices achieve
- 1. Degree: **BA (HONS) Business Management Professional**
- 2. Level 6 Apprenticeship
- 3. Chartered Manager Status
- 4. Mary Seacole Award
- **5. Project Management experience** through impactful projects (improve patient care, save lives and save money)



Pay rises and promotions

78.3% of Manchester Met Degree Apprentices received a pay-rise 64.2% received a promotion during their apprenticeship

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Route 1 Direct	Masters, degree (in a different subject)	2 + years managerial experience
Route 2 Direct with well written Personal	Level 5 qualifications such as DipHE, ILM or CMI L5 in Leadership and Management, HND and Mary Seacole	,
Statement that demonstrates writing	Award.	

Applicant's line manager submits signed JRA and job description – MMU confirm job suitability

Route 3 -With 500 word Level 4 qualifications such as HNC, Cert HE, ILM /CMI 2+ years managerial entry assessment and award Leadership and Management Level 4 and experience well written Personal Edward Jenner Award. Statement Applicants with qualifications that do not meet the Route 4 - With 500 word 5+ years managerial entry assessment and above criteria. experience well written Personal Statement

Applicant has relevant

management experience

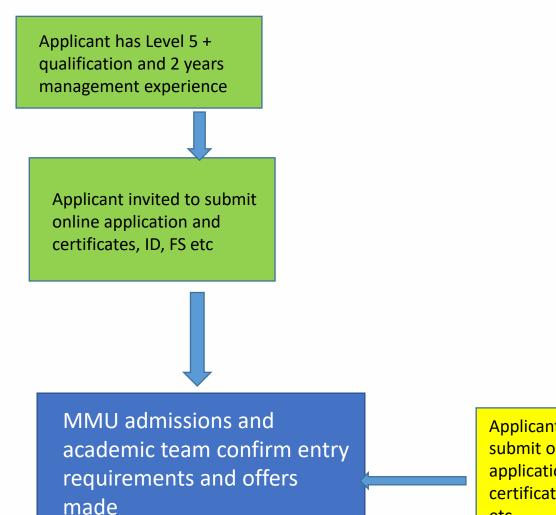
Applicant completes non-

standard entry task (500 word

and qualification below

Level 5

reflection)



Applicant invited to submit online application and certificates, ID, FS etc

MMU academic team assess entry assessment – pass/fail communicated to GSST



Fail

Applicant given feedback and can reapply at a later date if they wish

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Any questions?

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https://www.mmu.ac.uk/study/apprenticeships/courses/chartered-manager-health-social-care