Advanced Therapies Apprenticeship Community (ATAC)

Webinar: Apprentice Supervisor & Mentor Training
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Significant reform in apprenticeships
Quality vocational education pathway
Employer at the centre of standard design
Aligned to occupational competence
Funded by the apprenticeship levy
Employer choice on provision
Assessment of competence designed by employer
Independent End Point Assessment
What is an apprenticeship?

• Development of the knowledge, skills and behaviours to be occupationally competent
• Following a quality apprenticeship standard designed by employers for an occupation
• Developing knowledge and skills with 20% off-the-job training
• For anyone at any age or stage in their career
• Training and assessment funded by the apprenticeship levy or co-investment
• Quality assured by independent end point assessment
Emphasis is on QUALITY

APPRENTICESHIP

- Skills
- Knowledge
- Behaviours

Professional behaviours in the workplace at the right level

Specific skills in the workplace to be able to do the job

Technical knowledge applicable for the occupation

Employer pulls all this together for the skills they need in their industry
Apprenticeship – competence to do the job

Over the entire duration of the Apprenticeship

20% off-the-job

80% on-the-job

Doing the work against the criteria within the standard such as:

- Start-up, operation & clean-down of the batches
- Working safely in the science manufacturing environment
- Understanding regulatory requirements
- Controlling and monitoring of a process
- Resolving problems and completing documentation

English & maths (must be on top of 20% off-the-job)

Progress reviews or on-programme assessment
ATMP Standard Overview >12 months

Months 1 to XX - Workplace
On-programme training in the workplace developing specialist knowledge, skills and behaviours in the ATMP working environment. Continuous competence evaluation against the knowledge, skills and behaviours defined in the apprenticeship standard.

Months 1-3
Specialist Gateway

Months 3-XX - Cohort
Cohort activities to enhance learning experience and knowledge of wider industry.

End-Point Assessment (Graded)
Examples include:
Case studies
Observation in the workplace
Vocational competence discussion
Project presentation with Q&A

Gateway
Technical Certificate achieved (Level 2 in English & maths)
Vocational competence evaluation log of behaviours in the workplace

Employer confirms vocational competence

Months 1-XX
Technical Certificate & training + Level 2 English & maths
ATMP Technician Scientist (Level 5) ~ 3 years

Months 1 to 33 - Workplace
On-programme training in the workplace developing specialist knowledge, skills and behaviours in the ATMP working environment. Continuous competence evaluation against the knowledge, skills and behaviours defined in the apprenticeship standard and support from ATAC

- Scientific Knowledge
- Technical Skills
- Professional Behaviours

Months 1-33
L5 Foundation degree in Biological Sciences with University of Kent with specialist module designed by ATMP industry (R&D to Market) (+ Level 2 English & maths)

Months 27-33
Workplace problem solving project specific to ATMP industry and individual organisation

Gateway
L5 Foundation degree or HND from Training Provider
Level 2 in English & maths
Vocational competence evaluation log of behaviours in the workplace
Workplace problem solving project

Employer confirms vocational competence

End-Point Assessment (Graded)
Workplace problem solving project report
Project presentation & discussion
Vocational competence discussion
### ‘Typical’ schedule for the ATMP Technician Scientist

<table>
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<tr>
<th>Year 1</th>
<th>Sign-up</th>
<th>Cell Biology (15 credits – L4)</th>
<th>Biochemistry (15 credits – L4)</th>
<th>Microbiology (inc. Virology) (15 credits – L4)</th>
<th>Human Physiology &amp; Disease (15 credits – L4)</th>
<th>Laboratory Skills – 1 week (Basic Laboratory/Industry skills) (Summer school – Level 4)</th>
<th>UoK</th>
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<tr>
<td></td>
<td>Introduction to ATMPs (NHS-BT Filton)</td>
<td>1 day H&amp;S course (Autolus)</td>
<td>Cohort activity – Micro. (NAW event – Oxford BioMedica)</td>
<td>Cohort activity – Physiology &amp; LinkedIn webinar</td>
<td></td>
<td>Networking/ Careers activity – during summer school</td>
<td>ATMP</td>
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<tr>
<th>Year 2</th>
<th>Advanced Therapies: R&amp;D to Market (15 credits – L4)</th>
<th>Business Improvement (15 credits – L4)</th>
<th>Metabolism, Enzymology &amp; Molecular Biology (15 credits – L4)</th>
<th>GxP Inc. ATMP &amp; Quality Mgt (15 credits – L5)</th>
<th>Advanced Laboratory Skills 1 wk – DoE/Methods/Stats (Summer school - Level 5)</th>
<th>UoK</th>
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<td></td>
<td>Advanced Therapy case studies/mentoring cohort 1 (CGT Catapult)</td>
<td>Regional NAW apprenticeship events</td>
<td>Continuous Improvement day (NHS-BT)</td>
<td>GxP site visit (Abbvie)</td>
<td>Summer school support</td>
<td>ATMP</td>
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<tr>
<th>Year 3</th>
<th>Biopharmaceutics &amp; Gene Therapy (15 credits – L5)</th>
<th>Immunology &amp; Haematology (15 credits – L5)</th>
<th>Pharmacology (15 credits – L5)</th>
<th>Workplace Project (45 credits – Level 5)</th>
<th>Celebrate</th>
<th>UoK</th>
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<td></td>
<td>Patient visit/videos</td>
<td>Immunology (webinar)</td>
<td>Research project management</td>
<td>EPA preparation</td>
<td>Workplace skills &amp; Professional bodies</td>
<td>ATMP</td>
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Where does ATAC fit in?

University of Kent

- Blended learning
  - Moodle on-line platform
  - Practical summer schools

ATAC Industry Cohort

- Complimentary support to learning
- Website with useful resources

ATAC

Cohort Training Provider

Employer

- Technical Knowledge
- Specialist Skills
- Professional Behaviours

- 80% of your time spent ON the job
- Approx. 20% OFF the job learning
Who does ATAC support?

**APPRENTICE**
- Complimentary learning activities
  - Company site visits aligned to modules
  - Industry webinars with business leaders
  - Networking events across sector
- Professional Network
  - Wider industry knowledge across industry
  - Group experience, learning from each other
- Website with useful resources
- ATAC support on top of training provider & employer

**EMPLOYER**
- Support with recruitment and on-boarding
  - Advert templates & generic job descriptions
  - Promotion & advertising roles
  - Assessment days & interviews
- Support for line managers
  - F2F visits, on-boarding & training plans
  - Check lists, webinars and contacts
- Local networking events to share best practise
- Website of useful resources and case studies

**ATMP Industry**
- Meeting skills demand for sector based on evidence
- Embedding apprenticeships - route to bring in new talent
- Customising apprenticeships with selected training providers
- Developing new standards across UK to ensure sector success
- Upskilling existing staff in key technical and managerial areas
- Building dedicated cohorts to ensure employer needs are met
- Model for other nascent sectors
Examples of ATAC cohort activities

<table>
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<tr>
<th>Industry events</th>
<th>Webinars</th>
<th>Provider led</th>
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<tbody>
<tr>
<td>Site visits</td>
<td>Supervisor training</td>
<td>Cohort inductions</td>
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<tr>
<td>H&amp;S training</td>
<td>LinkedIn</td>
<td>Competency logging</td>
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<tr>
<td>Networking events</td>
<td>Technical presentations</td>
<td>Quality Expectations</td>
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<tr>
<td>Guest lectures</td>
<td>Patient videos</td>
<td>End point assessment</td>
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<tr>
<td>Career development</td>
<td>Presentation skills</td>
<td>Introduction to new standards</td>
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<tr>
<td>Facility tours</td>
<td>Guest lectures</td>
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<tr>
<td>Apprenticeship events</td>
<td>Professional behaviours</td>
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<td>Outreach training</td>
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End point assessment – synoptic & independent

- Technical qualification
- Professional behaviours
- Specific skills

Case studies relevant to role
Practical Observations in the Workplace
Vocational Competency Discussions
Technical Presentations
# Example EPA – Technician Scientist

<table>
<thead>
<tr>
<th>Project Presentation &amp; Discussion</th>
<th>Case Study</th>
<th>Competency Discussion</th>
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<tbody>
<tr>
<td>• Project needs to be completed in the workplace</td>
<td>• Exam style assessment based on a written case study</td>
<td>• Set questions asked to the apprentice</td>
</tr>
<tr>
<td>• Written up as a journal article with references</td>
<td>• Need to read questions thoroughly</td>
<td>• Asked by an independent assessor</td>
</tr>
<tr>
<td>• Presentation must include EPA criteria</td>
<td>• 2.5 hours long</td>
<td>• No role for employer or provider in assessment</td>
</tr>
<tr>
<td>• Discussion questions based on apprenticeship standard</td>
<td>• Questions broken down</td>
<td>• Employer &amp; provider can help prepare</td>
</tr>
<tr>
<td>• Workplace assessor present &amp; can ask technical questions</td>
<td>• Invigilated by independent assessor</td>
<td>• Can take portfolio in – all based on standard</td>
</tr>
<tr>
<td>• Independent assessor marks</td>
<td>• No role for employer &amp; provider in assessment</td>
<td>• Is recorded, marked and moderated</td>
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- All based on standard
Who does what in delivering the apprenticeship?

- Apprentice
- Apprentice Supervisor
- Apprentice Mentor
- Employer cohort
- Other company Apprentices
- Other cohort Apprentices
- Training Provider
What should an apprentice supervisor do?

Supervisors play a key role in supporting apprentices through their programme, to ensure they are meeting the needs of the standard & to work with the training provider on apprenticeship delivery. The supervisor is critical to success of the apprentice and operational delivery for the business.

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<tr>
<th>Communicator</th>
<th>Planner</th>
<th>Source of Knowledge</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Spending time regularly working with the apprentice and training providers on developing their skills, knowledge and behaviours using honest and constructive feedback</td>
<td>Someone able to plan the apprentices time with them to enable them and the training provider to meet all the criteria, this may involve planning across other stakeholders</td>
<td>Being able to take time to share your knowledge of the business and different aspects of the Manufacturing Technician role in your area</td>
<td>Provide access to training and different opportunities for experience that the apprentice will find useful to deliver the apprenticeship</td>
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Using leadership skills supervisors need to understand their apprentices to make personal change happen, especially at the behavioural level, using a business led approach throughout the apprenticeship programme.

At the start: Establish the apprentices learning objectives, ground rules and logistics, be realistic and committed
What should an apprentice mentor do?

Mentors play a spectrum of roles in supporting apprentices through their programme, often wearing different hats within the same relationship – the best mentors use a wide range of responses to support their mentee and offers them a window in to the wisdom and knowledge of the business.

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<th>Role</th>
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<tr>
<td>Sounding Board</td>
<td>Someone independent and uninvolved who can give honest feedback on how the apprentice plans to tackle an issue using their experience from across the business</td>
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<tr>
<td>Critical Friend</td>
<td>Someone willing and able to say openly providing a source of challenge, probing beneath the surface and prompting honest discussion</td>
</tr>
<tr>
<td>Listener</td>
<td>Being there regularly to encourage and provide a listening ear for the apprentice as they learn the wider business</td>
</tr>
<tr>
<td>Counsellor</td>
<td>An empathetic listener, with reflective and questioning skills to help the apprentice analyse problems and opportunities</td>
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<tr>
<td>Career Advisor</td>
<td>Helping the apprentices across the 2 year programme think through development options</td>
</tr>
<tr>
<td>Networker</td>
<td>Provide access to networks and key links for experience that the apprentice will find useful along their programme</td>
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Using coaching skills mentors need to understand their graduates to make personal change happen, especially at the behavioural level, using an approach led by the mentee throughout the apprenticeship.

At the start: Establish the mentees learning objectives, ground rules and logistics, be realistic and committed
# What support is available to you?

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<tr>
<th>Your Employer</th>
<th>Training Provider</th>
<th>C&amp;GT Catapult</th>
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</table>
| • Internal management support to apprenticeship programme  
  • Internal support from line leadership within your company  
  • Other supervisors/mentors of apprentices across your business | • Induction training in to electronic learning systems  
  • Regular updates on progress with apprentice and supervisor  
  • Support on how to collect evidence & submit assessments  
  • There for you to use as much as the apprentice | • Support on meeting the needs of the specific apprenticeship standard  
  • Network of other employers/apprentices doing the same thing  
  • Email address for queries: apprenticeshipsinfo@ct.catapult.org.uk  
  • Website: https://www.advancedtherapiesapprenticeships.co.uk |
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