

MSc Digital Technology Solution Specialist (DTSS)

Martin Cooper
Apprenticeship Course Leader
m.j.cooper@shu.ac.uk

Jazmin Khatun
Work Based Learning Coach

MSc Digital Technology Solution Specialist (DTSS)

What have you signed up for?

A Course plus an Apprenticeship
(or the other way round)

Software Engineering Track

Postgraduate Certificate

Designing & Developing Software Applications

(Martin Cooper) September 2022 (30 Credits)

Software Engineering Practices

(TBC) January 2023 (30 Credits)

Postgraduate Diploma (Common to both Tracks)

Managing People, Projects and Teams

(Elena Selezneva) May 2023 (30 Credits)

Advanced Practitioner Inquiry

(Carlos Da Silva) September 2023 (30 Credits)

MSc *EPA Needed

Individual Study/Consultancy Project

(Dr. Soumya Basu) January 2024 (60 Credits)


Course + Apprenticeship





DTSS is also an apprenticeship that means it is funded by the Government and has certain requirements as a result.

Terminology of apprenticeships is important.

KSBs, EPA, OTJ

Work Based Learning Coach, Mentors




[COVID-19](#)
[Contact us](#)




[About](#)
[Ensuring quality](#)
[Occupational standards](#)
[T Levels](#)
[Higher Technical Qualifications](#)
[Apprenticeships](#)
[Apprenticeship search](#)

[Home](#) > [Search the Apprenticeships](#) > [Digital and technology solutions specialist \(integrated degree\)](#)

DIGITAL AND TECHNOLOGY SOLUTIONS SPECIALIST (INTEGRATED DEGREE)

Overview of the role

Investigating, identifying and implementing technological strategic solutions.

Details of standard

Role Profile


A Digital & Technology Solutions Specialist maintains digital and technology strategies through technology leadership; investigating, identifying and implementing technological strategic solutions. They direct digital technology provision by studying organisation goals, strategies, and practices and delivering and supporting strategic plans for implementing digital technologies. They are confident, competent and capable individuals able to apply leadership and change management skills to operate in a range of digital and technology related specialist roles. This standard is based upon a core set of knowledge, skills and behaviours that will be supplemented by one specialism detailed below.

Entry Requirements

Individual employers will set the selection criteria, but this is likely to include a degree at 2.1 or higher in a relevant subject, although some employers will accept other relevant qualifications or experience.

Qualifications

MSc Digital & Technology Solutions. Apprentices without level 2 English and maths will need to achieve this level prior to taking the endpoint assessment. For those with an education, health and care plan or a legacy statement the apprenticeship English and maths minimum requirement is Entry Level 3 and British Sign Language.

Status: Approved for delivery 

Level: **7**

Degree: integrated degree

Reference: ST0482

Version: 1.0

Date updated: 14/01/2022

Approved for delivery: 7 August 2018

Route: Digital

Typical duration to gateway: 18 months (this does not include EPA period)

Maximum funding: £21000

Options: Cyber Security Technical Specialist, Data Analytics Specialist, Digital Business & Enterprise Systems Architecture Specialist, IT / Digital Futures Management Specialist, IT Business Analysis Specialist, IT Operations Management Specialist, IT Project Management Specialist, IT Strategy Specialist, Network Engineering Specialist, Software Engineering Specialist, System Test & Assurance Specialist

LARS Code: 327

EQA Provider: [Office for Students](#)

An integrated degree apprenticeship is where a degree qualification is included in the apprenticeship, and all assessment relating to the degree qualification is integrated with the end-point assessment of the apprenticeship.

You need to pass all University Modules to gain 180 credits

You then need to pass the End Point Assessment that acts as an audit of your KSBs

Knowledge, skills and behaviours

What is needed to competently undertake the duties required for an occupational standard

Knowledge - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.

Skills - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.

Behaviours - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Knowledge, Skills and Behaviours (KSBs)

The underlying framework that defines your programme...
and are the foundations of the End Point Assessment.



Aligned to academic syllabus

Skills scan, starting
point exercise



Aligned to role
(Employer Training Plan and Stretch targets)

Ref: On-boarding
Suitability Process



Need to be EVIDENCED

Tangible, Testimony,
STARE (Situation, Task,
Actions, Results,
Evaluation)



Supported by OTJ Training hours

Integration of Work-Based Learning into the Curriculum

Training Plan (Employer actions - Before, During After – each module)

Lectures (Theoretical and Practical Frameworks for WBL)

Seminars (Activities for KSB development)

Collaborative (Peer to Peer Discussions)

Portfolio Workshops (Reflective evidence review - STARE)

Assessment (Reflective Review, Planning and Impact Analysis)

Project modules (Critical development opportunities)

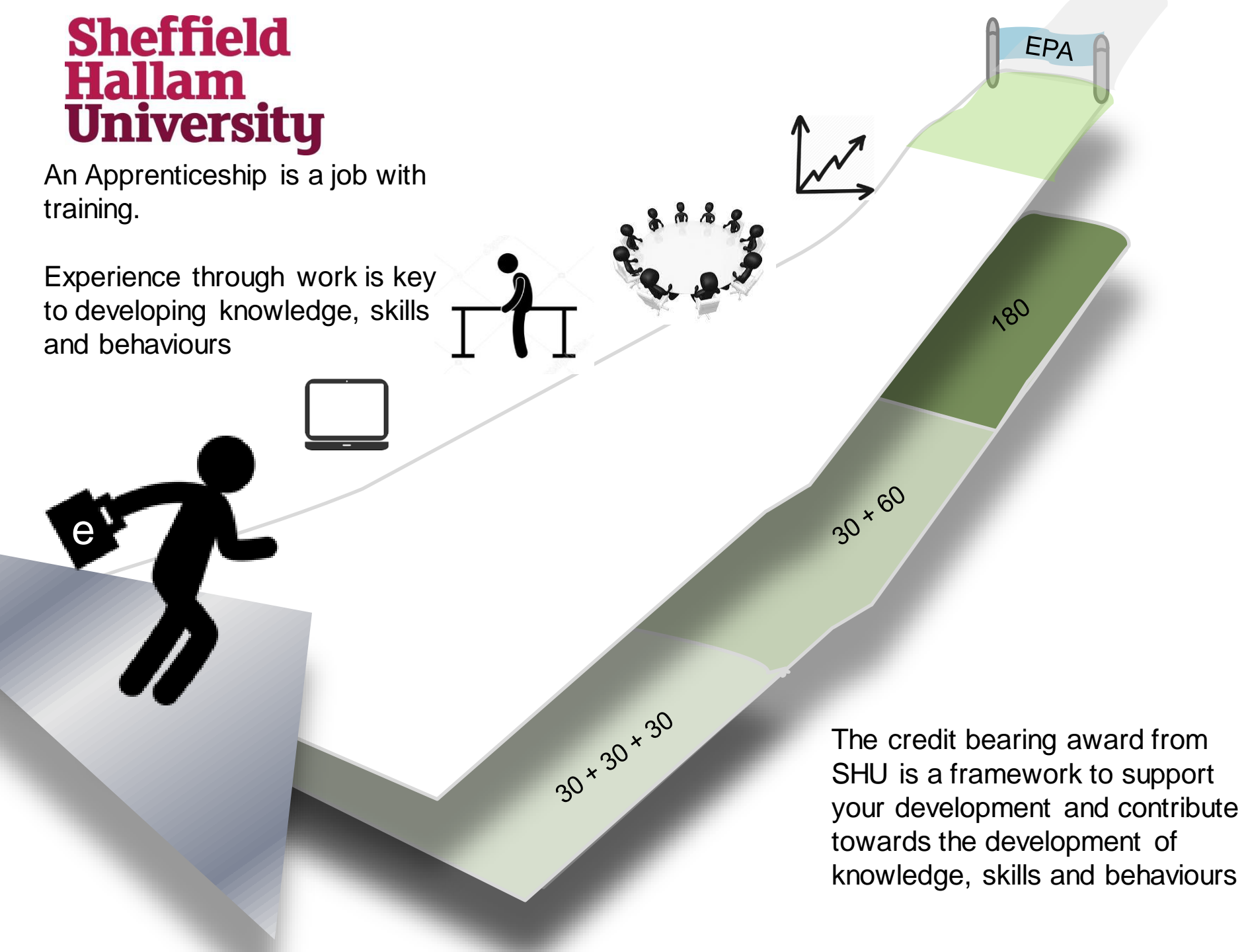
Apprenticeship Progress Reviews (SMART action plans)

End Point Assessment Workshops (Your roadmap to Gateway!)

Sheffield Hallam University

An Apprenticeship is a job with training.

Experience through work is key to developing knowledge, skills and behaviours



The credit bearing award from SHU is a framework to support your development and contribute towards the development of knowledge, skills and behaviours



Work Based Learning Coaches



Pre-join suitability interview

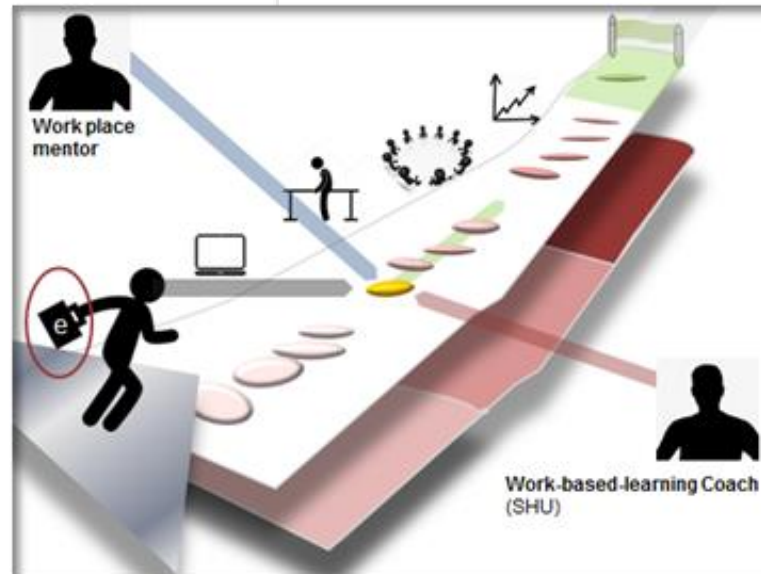
- ✓ Career discussion
- ✓ Is this the right programme and is the job role suitable?
- ✓ The Skills Scan informs the starting position - Feeds PPD module + Review 1

During the Apprenticeship Programme

- Progress Reviews: 3-way discussions to support SMART planning. Focus on KSBs and personal development, e.g. literacy, numeracy, BV & EDI
- E-Portfolios: Focus on evidence of impact, targets for EPA & development.
- Negotiate, plan and monitor Off-The-Job Training including Projects
- Help employers meet obligations and actions set out in an evolving Training Plan

Moving forward

- Agree readiness for EPA Gateway with your employer (...what next for you?)
- Feedback into academic practise to support work place impact



Guidance on MAYTAS Hub for Apprentices and for mentors is here: [AIIR Homepage](#)



Guidance on MAYTAS Hub for Apprentices and for mentors is here: [AllR Homepage](#)

AIIR covers 6 Essential themes for apprentices including...



Wellbeing and support

Topics in this section

- [Getting help and safeguarding](#)
- [20% off-the-job training](#)
- [Workplace welfare](#)
- [Academic support](#)
- [Staying safe online](#)
- [Your community and enrichment](#)



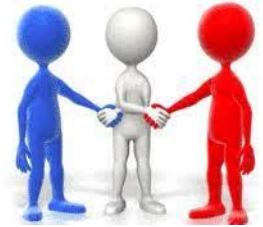
WBL Conversations

Principles of Confidentiality

- Students (Apprentices) and staff will engage in peer to peer learning in good faith.
- Students (Apprentices) will take all due care not to share sensitive, or confidential information without first concealing the identity of all relevant parties. This includes informal discourse and submissions for assessment.
- Where necessary, the submission of work will indicate which parts of the submission are to be treated as sensitive.
- All participants will treat any discussions, submissions of work, sharing of case studies, or expression of opinion (etc.) with respect.
- Any matters that are highlighted, or could be considered as confidential and/or include commercially sensitive information about an individual, a participant, stakeholder or an organisation will not be shared beyond their immediate purpose in the educational setting.

Getting the right support as an Apprentice

- All Apprentices benefit from [Library Access for Distance Learners](#) Register and find out more
- [Additional Learning Needs](#) - Contact our disability support team to arrange an assessment, or find out what help and resources are available. [Let them know you are an apprentice]
- [Register for Linked-in-Learning](#)
- Apprenticeship Impact and Information Resource (AIIR):
<https://blog.shu.ac.uk/apprenticeship-essentials/wellbeing-and-support/>



- This is a three way agreement confirming that **YOU** are committed to learn, develop and pursue success at the End Point Assessment
- We - **SHU** will provide the programme which underpins your development. The Training Plan includes a grid to show how the modules support development of KSBs and how Off The Job Training Targets will be agreed and monitored
- Your **employer** has committed to providing you with support and in particular a mentor to attend all your Apprenticeship Progress Reviews
 - The Training Plan grid provides initial baseline requirements for employers to provide support with direct reference to the modules.
 - Your employer will develop your work-place Training Plan to optimise your job role, e.g. identify relevant placements / projects / experience. Your employer should check your Skills Scan and also use the KSB grid to align training opportunities to KSBs progressively throughout the Apprenticeship.

Off The Job Training (OTJT)

Targets for Off The Job Training are there to ensure a proper, well balanced Apprenticeship experience and protect wellbeing

Your target is detailed in your training plan for you to log hours in MAYTAS Hub and monitor progress with your SHU WBL Coach and work place mentor every month



Off The Job Training (OTJT)

Targets for Off The Job Training are there to ensure a proper, well balanced Apprenticeship experience and protect wellbeing

Your target is detailed in your training plan for you to log hours in MAYTAS Hub and monitor progress with your SHU WBL Coach and work place mentor every month

Government Resources (updated to September 22):

- [Flowchart PDF](#)
- [Off-the-job-Myths-Facts-130919.pdf](#)
- [Government Guidance and Examples](#) (currently unavailable)
- [SHU OTJT Quiz](#)

S.T.A.R.E.



Situation - sets the context within which you performed a job or faced a challenge



Task - describes your responsibility in the situation. What was required? What was the aim?



Actions - what did YOU do? Describe how you completed the task or endeavoured to meet the challenge



Results - what was the impact/outcome as a result of YOUR actions?



Evaluation - how does this meet the criteria for the learning outcomes

End Point Assessment

Portfolio – STARE, testimonies, Projects

Project Report – Business Report based on the same content as your final academic module

Assessed by End Point Assessors (External to the University)

Requirements to pass through EPA Gateway:

- English & Maths GCSE Certificates, or Level 2 Functional Skills completion

- Full record of OTJT

- E-portfolio showing evidence of competency for all KSBs

End Point Assessment Timing and Methods

✓ Your Starting Point & Individual Journey

- Review your Skill Scan to complete the [Mandatory Onboarding activities](#)
 - Identify your starting position in terms of knowledge, skills & behaviours
 - Review and record your strengths, challenges and uncertainty
 - This will help you set overall targets for achievement
 - Opportunity to discuss with peers in your first classes
 - Apprenticeship Progress Review to evolve your Training Plan
 - Check your assessment submission requirements.

Notes:

- Use your Academic Adviser, the [Skills Centre](#) and [Studiosity](#)
- Benefit from [Library Access for Distance Learners](#)
- [Additional Learning Needs](#) - Contact our disability support team
- [Register for Linked-in-Learning](#) – find resources to suit your needs
- Ongoing: Apprenticeship Impact and Information Resource ([AIR](#))

✓ Attendance and Engagement

- Study Goal is part of the Jisc Learning Analytics Service. It provides an app for students to be able to view their data and access other features that support their study.
- Study Goal must be downloaded from either the App Store or Google Play Store; simply search 'Study Goal', download and log in using your usual SHU log in details.

[Google Play](#)

[Apple Apps Store](#)

- You must then record your attendance at taught sessions using a PIN provided by your lecturer

✓ **Safeguarding obligations**

An employer is legally responsible for Health and Safety at work.

In some instances ("vulnerable adults") (or for any other reason) SHU will exercise a *duty of care* and is required to ensure the employer has the appropriate measures in place, offering the apprentice the opportunity to raise any concerns.

<https://blog.shu.ac.uk/apprenticeship-essentials/wellbeing-and-support/getting-help-and-safeguarding/>

Note: Your Designated Safeguarding Officer is [Sam Moorwood](#)

✓ **Safeguarding obligations**

Safeguarding is about knowing how to keep yourself and others safe from physical, psychological, emotional and sexual harm and free from bullying and intimidation (including on-line).

You can contact: your employer safeguarding officer, your WBL Coach, an academic, your course leader or student support services...

<https://reportandsupport.shu.ac.uk/>

On-line resources, for example, Staying Safe On-line:

<https://blog.shu.ac.uk/apprenticeship-essentials/wellbeing-and-support/staying-safe-online/>

✓ Equality Diversity & Inclusion

- <https://www.shu.ac.uk/about-us/equality-and-diversity>
- <https://www.shu.ac.uk/about-us/governance-and-strategy/governance/our-student-charter>



Our Equality Objectives set our vision to be recognised as a University that adds value to the futures of all our students, staff and partners by drawing on their unique and diverse talents and providing an environment that allows everyone to flourish and succeed

✓ **Equality Diversity & Inclusion**

Learning Opportunities:

- Read the SHU Student Charter
- Research and discuss your employer's policies
- The Equality Act in your sector and impact on your role
- Apprenticeship Progress Review with WBL Coach:
 - Behaviours in the standard...
 - When have you felt challenged?
- WBL Module: Inquiry into Unconscious bias

Your Active Bystander Training

✓ Careers Information Advice & Guidance

At the start

- Build on your Suitability Interview (Skills Scan and career aspirations...)

During the Apprenticeship

- Development of KSBs & PPD modules
- Sector leading careers guidance:
- Bespoke Apprenticeship resource:

The Future

- WBL Project: Organisational context & aspirations
- Adviser workshop (1:1 bookings)
- Alumni access to support for 5 years

<https://blog.shu.ac.uk/apprenticeship-essentials/careers-advice-and-guidance/>



Understanding desirable skills

If you want to be successful in your job hunt you need to be able to demonstrate the skills you are looking for. This learning path explores those traits and abilities that are in high demand and will help to future-proof your career, and looks at how you can develop your own.



Developing management techniques

This learning path is about exploring the options and discovering what it is you want to do. It covers everything from an international move, further study or working from home to management role or changing departments.



Evolving as a leader

This learning path helps you to understand the key differences between leading and managing, helping you to appreciate the type of leader you are or you want to be. There is advice on how to grow as a leader and develop the vital skills needed to truly succeed.



Business Skills

These resources are all about developing core business skills. This includes key skills such as problem solving, time management, presentation skills, numeracy, writing skills and leadership.



Career Centre resources

Access 1000's of further resources to help support you in your career and development including industry reports, CV builder, interview simulator and e-learning courses to do with personal development. Work on your self-management, learn more about yourself, presentations and more.



Your Apprenticeship

Discover and develop new career and business skills with expert advice videos, courses, tips and articles. View resources focused on your apprenticeship, look at advice on how to make the most of your experience.

✓ **Prevent Duty**

Apprenticeship funding requires all parties to work together in support of the Prevent Agenda. This is a Government initiative to address extremist behaviour and radicalisation of people to consider, encourage or commit illegal and violent acts against other people in society.

This is not limited to any single group in society, but extends to all "hate crimes".

Sheffield Hallam is a safe and tolerant community.

Report and Support (Harassment, abuse, hate crimes...)

<https://reportandsupport.shu.ac.uk/>

✓ **British Values**

...underpin the principles of a democratic and free society:

- Recognition and respect for the democratic process
- Respect for the rule of law
- Individual Liberty
- Respect and tolerance of others

Get involved

– make an impact and celebrate!

<https://blog.shu.ac.uk/apprenticeship-essentials/wellbeing-and-support/your-community-and-enrichment/>

Your AIIR has more information about:

- Apply to become your Course Rep
- Students Union activities
- Clubs and societies
- Keep active on campus
- Hallam Award
- SHU Inspirational Student Award
- Apprentice of the Year applications
- SHU Apprenticeship Ambassador scheme

SHU Apprenticeship Ambassador Scheme

Get
involved...
Options:



- Championing your community in the Apprenticeship Newsletter
- Being a Course rep for your study colleagues
- Being interviewed for the local press/social media
- Talking to Y13 students at a sixth form
- Talking to employers at a business event
- Positive press for your own organisation

Whatever works for you – this can count as **off-the-job training**, enhance your profile and provide supporting evidence for a prestigious award!