Job Related Information

This document includes information about the role for which you are applying and the information you will need to provide with your application.

1. Role Details

<table>
<thead>
<tr>
<th>Vacancy reference:</th>
<th>15680</th>
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</thead>
<tbody>
<tr>
<td>Job title:</td>
<td>Student Experience Manager, Apprenticeships</td>
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<tr>
<td>Reports to:</td>
<td>Head of Student Experience, Apprenticeships</td>
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<tr>
<td>Salary:</td>
<td>£40,792 to 48,677</td>
</tr>
<tr>
<td>Terms and conditions:</td>
<td>Academic</td>
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<tr>
<td>Grade:</td>
<td>AC3</td>
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<tr>
<td>Duration of post:</td>
<td>Temporary contract until 31 July 2020</td>
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<tr>
<td>Working hours:</td>
<td>Full time</td>
</tr>
<tr>
<td>Location:</td>
<td>Milton Keynes</td>
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<tr>
<td>Closing date:</td>
<td>12:00 noon on 1 February 2019</td>
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<tr>
<td>Type of application form accepted:</td>
<td>Electronic</td>
</tr>
<tr>
<td>Number of referees required:</td>
<td>Three</td>
</tr>
<tr>
<td>Unit recruitment contact:</td>
<td><a href="mailto:fbl-recruitment@open.ac.uk">fbl-recruitment@open.ac.uk</a></td>
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2. Summary of duties

The Student Experience Manager’s role is diverse and challenging, embracing the selection, induction and ongoing performance management and development of Associate Lecturers (ALs) and Practice Tutors, as well as contributing to module/programme teaching and learning design. The Student Experience Manager (SEM) will be working with colleagues across the Student Experience Team, Faculty of Business and Law (FBL) and the wider University, particularly with the Apprenticeship Operations Delivery Team in the University’s Business Development Unit. The successful applicant will also be a key member of the FBL Student Support Team (SST) which offers information, advice and guidance to students, through the design and implementation of targeted learner and learning interventions to students. Therefore, an ability to establish strong working relationships and work effectively within teams in a virtual setting is a key requirement for the role.

The successful candidate will have responsibility for working on the development and implementation of robust support systems for students enrolling on a number of apprenticeship programmes and on business modules offered by the Faculty. They will be responsible for the recruitment and development of Practice Tutors who will support students whilst on the apprenticeships programme, through induction and quarterly review meetings with apprentice learners in their place of work. The SEM provides a significant contribution as member of module teams to develop and deliver new work-based learning modules. They also work collaboratively with the Apprenticeship Programme Delivery Manager team in BDU, delivering programme briefings, staff development events and other associated activities. It is expected that the successful candidate will have the flexibility to undertake other duties within the Student Experience Team if needed, across a range of faculty programmes.

Managing and developing a motivated and effective cohort of Associate Lecturers

- Recruiting, selecting and inducting Associate Lecturers (AL) and Practice Tutors in accordance with FBL and University requirements;
- Monitoring, evaluating and managing AL and Practice Tutor performance against learning and teaching objectives, working with colleagues to deliver staff development, identify and improve any under-performance;
- Managing and overseeing the allocation of students to ALs and Practice Tutors, including scheduling of face-to-face and online tutorial provision (where appropriate); and supervising delivery of work-based learning modules and regular work place review visits by Practice Tutors;
- Providing guidance, support and development for ALs and Practice Tutors, including regular appraisals.

Supporting students, including:

- Ensuring the needs of students, in a work based learning context, are fully addressed to enhance student learning experience to support successful retention and progression;
- Contributing to the design, planning and delivery of effective teaching and learning for students through proactive contributions to FBL module teams in production and presentation;
- Contributing to the provision of advice and guidance to potential and existing students;
- Leading the development of targeted learner and learning interventions for given modules in collaboration with other members of the Business and Law Student Support Teams (SSTs);
- Working closely in collaboration with colleagues in BDU (in particular the Apprenticeship Programme Delivery Manager team) and other partners in apprenticeship programmes to develop and deliver high quality learning for students across FBL degree apprenticeship programmes – including collaborative work with employers on bespoke programme delivery;
- Contributing to the evaluation of the SST activities and providing reports to Heads of Student Experience and Faculty Staff;
• Working in close collaboration with Academic Services colleagues to ensure appropriate quality and levels of service, customer care and student retention;
• Investigating and responding appropriately to student complaints;
• Working with the Academic Conduct Officer and module teams to support enhanced standards of academic study skills in work submitted by students;

Support of FBL Teaching and Learning Strategy
As a Student Experience Manager the successful candidate will also be encouraged to undertake development and training to enable them to support and contribute to the overall development of teaching and learning in FBL. This could include membership of any cross-programme groups, which may focus on a particular aspect of the teaching and learning strategy.

In addition:
• The successful candidate will be expected to operate effectively within agreed budget limits and in the context of service level agreements where appropriate;
• The successful candidate will be expected to keep abreast of developments in higher education, apprenticeship policies and training;
• The successful candidate may be required to work a number of evenings and weekends.

3. Person specification

<table>
<thead>
<tr>
<th>Education, qualifications and training</th>
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<tbody>
<tr>
<td><strong>Essential:</strong></td>
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<tr>
<td>• A relevant qualification at Masters Level or equivalent.</td>
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<tr>
<td><strong>Desirable:</strong></td>
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<tr>
<td>• Experience of operating in a work based learning environment.</td>
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<td>• Relevant experience / background in either business, management or policing.</td>
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<table>
<thead>
<tr>
<th>Knowledge, work and other relevant experience</th>
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<td><strong>Essential:</strong></td>
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<tr>
<td>• A recent successful record of managing people.</td>
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<td>• An understanding of the pedagogy underpinning distance teaching, work-based learning and the need to support students from a wide range of backgrounds.</td>
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<td>• Practical experience of delivering work-based learning and assessing students against competency-based standards.</td>
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<tr>
<td>• Evidence of practical support for work-based learners (for example, facilitating learner development of portfolios of evidence to address competency frameworks and standards).</td>
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<td>• An understanding of the effective use of ICT, multimedia and online technologies to facilitate teaching and the learning of students.</td>
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<td>• Experience of working with others to effect change (including coaching, facilitation and training experience in the workplace).</td>
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<tr>
<td><strong>Desirable:</strong></td>
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<tr>
<td>• Experience of teaching business at Undergraduate and/or Postgraduate levels. (Substantial coaching, facilitation and training experience in the workplace will be considered as an alternative to formal teaching).</td>
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<tr>
<td>• Experience of learning design for work-based learning, including the application and integration of e-portfolios</td>
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- Experience of managing in a distance learning context technologies.
- Knowledge of current issues in higher education and the wider skills agenda.

### Personal abilities and qualities

#### Essential:
- Flexibility, resilience and the ability to deal with complexity.
- Ability to work independently as well as working effectively within teams across organisational functions, both face-to-face and virtually.
- Effective communication orally, in writing and electronically.
- Proven ability to provide support and development for a team of staff and/or students.
- Highly organised with an ability to manage multiple projects within budget and deadlines.
- Excellent analytical skills, ability to evaluate and interpret complex data sets, drawing conclusions to recommend and implement practical solutions.
- Computer literacy.

#### Desirable:
- A record of initiative and determination in pursuit and maintenance of quality.
- Ability to balance priorities and a variety of potentially conflicting stakeholder needs.

### Additional requirements/Special circumstances

#### Essential:
- A commitment to, and understanding of, equal opportunities.
- Ability to travel throughout the UK.
- Willingness to work a number of evenings and weekends.

#### Desirable:
- Evidence of an interest in business education and a willingness to acquire further knowledge and understanding.

### 4. Role specific requirements e.g. Shift working

N/A

### 5. About the unit/department

#### Degree Apprenticeships

The introduction of the Apprenticeships Levy, which is expected to yield £3 billion per annum by 2019/20, coupled with a Government policy pledge to create 3 million Apprenticeships in England by 2020 is expected to catalyse major change across the UK’s vocational education and training market. This has the potential to pose challenges to significant strands of the OU’s B2B activities and directly registered students, as well as representing major opportunities for new sources of revenue and growth.

The provision of Higher/Degree Apprenticeships has already started to accelerate sharply, with a growing numbers of HEIs, FE colleges, private and voluntary sector training providers, awarding organisations and professional bodies already engaged in the delivery of the new Apprenticeships Standards.

In response the University has made a significant strategic investment to quickly develop a broad range of Apprenticeship offers, with an initial focus around three Degree Level Apprenticeships – Chartered Manager, Digital and Technology Solutions Professional, and Healthcare Assistant Practitioner – with plans to continue expanding the offer across the curriculum provision of all faculties.
The Faculty of Business and Law has committed to delivery of three key degree apprenticeship programmes:

**The Chartered Manager Degree Apprenticeship (CMDA) – first presented in February 2017**

The CMDA is a Trailblazer Apprenticeship that has been developed by a group of employers, in liaison with the Chartered Management Institute (CMI) and a number of other Higher Education Institutions.

It will provide direct competition for FBL’s existing Undergraduate Business provision, in particular the BA (Hons) Business Management, and it is designed to be suitable for as wide a range of individuals as possible who are, or wish to become, professional managers, i.e. people that take lead responsibility for projects, people, operations and/or services to deliver long term organisational success.

This includes individuals who are at the start of their career – including school leavers – that wish to become professional managers, as well as those aspiring or existing managers who may already have developed practical experience but who wish to develop their theoretical understanding of management skills further and build further related practical skills.

As part of the CMDA, apprentices will study for a relevant degree. This can relate to management and business (either BA (Hons); BSc (Hons) or BBA (Hons). The degrees must ensure that any degree that they deliver as part of the CMDA maps 100% to the published CMDA Standard. For the CMDA (as for all degree Apprenticeships) the degree is the Higher Education (HE) provider’s award. A separate certificate is awarded for the Apprenticeship, currently by the Federation of Industry Sector Skills and Standards. The HE provider also has responsibility for ensuring the elements are in place to support the learner to complete the Apprenticeship.

Apprentices must be employed in order to undertake the CMDA. Job roles must allow sufficient opportunities for apprentices to undertake activities and tasks and implement learning acquired through their studies for the degree. They must have access to real work which is productive and gives apprentices opportunities develop, practice, and evidence knowledge and skills to meet the Standard. Off-the-job training and assessment will take place as part of their paid working hours.

**Senior Leader Masters Degree Apprenticeship (SLMDA) – first presented in May 2018**

The MBA (Leadership Practice) is a unique distance learning qualification designed for practising senior and middle-level managers, to develop students’ strategic analysis, interdisciplinary skills, creativity and innovation.

The MBA programme concentrates on strategic analysis, interdisciplinary skills, intellectual stimulation and independent judgement and covers core themes such as: critical engagement; embedding theory in practice and global impact awareness.

Core disciplines studied include perspectives and practice of management, the dynamics of strategy, corporate finance, and leadership practice. The programme is designed for professionals from a wide range of backgrounds who need to engage with the challenges of 21st century management and leadership. The qualification helps leaders to develop skills and knowledge of management frameworks, theories and tools, and to use these appropriately in order to make a real difference in their own leadership practice.

The qualification meets the standards for the Senior Leader Master’s Degree Apprenticeship.

**Police Constable Degree Apprenticeship (PCDA) - first presentation in May 2019**

The PCDA is a Trailblazer Apprenticeship that has been developed by a group of employers led by the police. By 2021, all 43 police organisations in England and Wales are required to recruit via three graduate pathways of which the PCDA is one. In 2016/17, 7,526 police officers were recruited into 43 police forces in England and Wales – representing a significant market for the PCDA to tap into.

FBL is due to launch a BSc Professional Policing Practice qualification in May 2019. Based on a collaborative delivery model, the OU will be the lead provider delivering the academic elements of the PCDA in conjunction with the partner police organisation, which will contribute to delivery of the work-based learning elements of the PCDA (using their own staff as mentors and Practice Educators), quality assured by the OU against the Police Education Qualifications Framework developed by The College of Policing.
6. How to obtain more information about the role or application process

If you would like to discuss the particulars of this role before making an application please contact Mike Phillips by email m.r.phillips@open.ac.uk

If you have any questions regarding the application process please contact by email fbl-recruitment@open.ac.uk

7. The application process and where to send completed applications

| How to Apply: | Complete the short application form  
The application form has been designed to give the information needed at this initial stage.  
Covering letter  
Write a covering letter indicating why you are interested in this post and how you believe your knowledge experience and skills meet the Person Specification.  
Please use the essential and desirable items listed in the person specification as subtitles within your letter. In writing your letter, examine carefully the description of the role and analyse how your skills, knowledge and experience match with the requirements set out in the person specification.  
Please pick out specific examples from your experience which clearly demonstrate that you have the particular knowledge and capabilities required in the person specification.  
Curriculum Vitae (CV)  
Please enclose an up to date CV with your application for employment.  
Decisions about short listing will be based solely on the information you provide within your application. |
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<tbody>
<tr>
<td>e-mail your application to:</td>
<td>Your completed application should be returned electronically to <a href="mailto:fbl-recruitment@open.ac.uk">fbl-recruitment@open.ac.uk</a></td>
</tr>
</tbody>
</table>
| Please ensure that your application reaches the University by: | 12:00 noon on 1 February 2019  
Applications received after the closing date will not be accepted. |

8. Selection process and date of interview

| The interviews will take place on: | Interviews are planned for 19 February 2019 at Milton Keynes but this date may be changed if operationally required. Please also note that occasionally there may be a need for second interview. |
| The selection process for this post will include | Presentation |

We will let you know as soon as possible after the closing date whether you have been shortlisted for interview. Further details on the selection process will also be sent to shortlisted candidates.