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>14096</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job title:</td>
<td>Student Experience Manager</td>
</tr>
<tr>
<td>Reports to:</td>
<td>Associate Dean, Student Experience</td>
</tr>
<tr>
<td>Salary:</td>
<td>£39,992 to £47,722</td>
</tr>
<tr>
<td>Terms and conditions:</td>
<td>Academic</td>
</tr>
<tr>
<td>Grade:</td>
<td>AC3</td>
</tr>
<tr>
<td>Duration of post:</td>
<td>Fixed Term Contract to 31 July 2020</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Full-time</td>
</tr>
<tr>
<td>Location:</td>
<td>Milton Keynes</td>
</tr>
<tr>
<td>Closing date:</td>
<td>Midday 6 November 2017</td>
</tr>
<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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</tbody>
</table>
2. Summary of duties

The Student Experience Manager's role is diverse and challenging, embracing the selection, induction and ongoing management and development of Associate Lecturers (ALs) and Practice Tutors (including the monitoring of their performance), advice and support to students, the design and development of targeted learner and learning interventions to students, as well as contributions to module/programme teaching and learning design. The Student Experience Manager is a key member of the Student Support Team (SST) which offers information, advice and guidance to students and the successful applicant will be working with colleagues within this team as well as across the Faculty and University and with other colleagues, based in Milton Keynes. Therefore, an ability to work effectively within teams in a virtual setting is a key requirement. In addition, the Student Experience Manager contributes to the Student Experience Team, Faculty and University policy as well as Programme and business development within the Faculty.

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 existing and new business modules offered by the Faculty. They will be responsible for recruiting Associate Lecturers, recruiting Practice Tutors who will support students whilst on the apprenticeships programme, induction and quarterly review meetings with apprentice learners in their place of work, working as part of module teams to develop new work-based module, working collaboratively with the Apprenticeship Programme Delivery Manager team in BDU, 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.

Managing and developing a motivated and effective cohort of Associate Lecturers

- Managing and overseeing the recruitment and appointment of ALs and Practice Tutors; allocation of students to ALs and Practice Tutors, including scheduling of face-to-face tutorial provision (where appropriate); and supervising delivery of work place review visits by Practice Tutors;
- Monitoring and evaluating AL and Practice Tutor performance against learning and teaching objectives and improving under-performance;
- Providing guidance, support and development for ALs and Practice Tutors including regular appraisals.

Supporting students, including:

- Demonstrable understanding of the needs of distance learning students in both an undergraduate and work based learning context, and evidence of supporting such learners (including development of portfolios of evidence to address competency frameworks and standards);
- 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);
- 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;
- 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 for examples working with the School of Policing, accounting professional bodies.

- Contributing to the planning and organising of the Faculty’s promotional activities as appropriate, for both potential and existing 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>
<td>A relevant qualification at Masters Level or equivalent.</td>
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<tr>
<td><strong>Desirable:</strong></td>
<td>Experience of operating in a work based learning environment.</td>
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<td></td>
<td>Relevant experience / background in either business, accountancy or policing.</td>
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</table>

<table>
<thead>
<tr>
<th>Knowledge, work and other relevant experience</th>
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<tbody>
<tr>
<td><strong>Essential:</strong></td>
<td>A recent successful record of managing people.</td>
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<td></td>
<td>An understanding of the pedagogy underlying distance teaching and the need to support students from a wide range of backgrounds.</td>
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<tr>
<td></td>
<td>An understanding of the needs of distance learning students in both an undergraduate and work based learning context, and evidence of supporting such learners (including development of portfolios of evidence to address competency frameworks and standards)</td>
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<tr>
<td></td>
<td>Practical experience of delivering work-based learning and supporting students to develop portfolios of evidence (working with competency-based standard frameworks).</td>
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<td></td>
<td>An understanding of the effective use of ICT and multimedia in teaching and learning.</td>
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<td></td>
<td>Experience of using online technologies to facilitate the learning of students.</td>
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<td></td>
<td>Experience of working with others to effect change.</td>
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<tr>
<td>Experience of managing in a distance learning context.</td>
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</table>

**Desirable:**
- Experience of teaching business at Undergraduate and/or Postgraduate levels.
- 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, 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.
- Computer literacy.

**Desirable**
- A record of initiative and determination in pursuit of and maintenance of quality.
- Ability to balance priorities and a variety of sometimes 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**
- Current driving licence.
- 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

**Faculty of Business and Law**
The Faculty of Business and Law has a strong reputation as a high-quality and innovative provider of management and legal education. It brings together two schools – The Open University Business School and The Open University Law School. Each year around 36,000 students enrol on the Faculty’s business, management and law programmes.

The Faculty has over 200 internal staff including around 80 central academics, 40 regional academics, 55 academic-related staff and 30 administrative support staff. Additionally, there are over 500 Associate Lecturers (tutors).
The Open University Business School

The Open University Business School (OUBS) is accredited by AACSB, EQUIS and AMBA, one of only sixty business schools worldwide to have the quality of its teaching recognised in this way. Sixty percent of OUBS students study in the UK, the rest study across more than 100 other countries, through a network of successful European and international partnerships.

The school has four departments through which academic staff are managed:

- Department for Accounting and Finance
- Department for People and Organisations
- Department for Public Leadership and Social Enterprise
- Department for Strategy and Marketing

Departments provide curriculum leadership and contribute to research which takes place both within and across department boundaries. Department teams include academics, visiting experts, specialist research staff and post graduate students. The result is a dynamic collaborative approach to business research and programme development that is engaged with the real needs of international business, industry and government.

The school also offers a range of programmes in undergraduate business and management. The school also has an Executive Education programme and has a strong link with business and not-for-profit organisations. A long standing partnership with the BBC and a massive presence in the provision of free online learning means that The Open University has a remarkable and unique set of platforms for impact and dissemination. For example Open University materials in iTunes U have been downloaded more than 70 million times. Many Open University academics get the opportunity to work with television and radio broadcasters on major, innovative series, usually also providing wraparound materials for audiences. This pens up unusual opportunities for research impact.

Further information about The Open University Business School can be found at: http://www.open.ac.uk/business-school/

The REF 2014 results saw OUBS achieve an overall ranking of joint 34th out of 101 schools by grade point average. Impact was a significant part of the assessment and here OUBS performed at the very highest eves (50% 4* and 50% 3*) resulting in the school being ranked 16th (out of 101). This reflects the practice based nature of what we research as well as its inherent quality as perceived by the panel. Research within the Business School combines intellectual rigour and innovation with practical relevance. Its academics have substantial experience working jointly with business organisations and directing their findings to influence management practice. There is an active PhD programme with around 30 PhD students. Since first entering the Research Assessment Exercise (RAE) in 1996, OUBS has increased its research capability significantly, with external awards from Economic and Social Research Council, Engineering and Physical Science Research Council, Design Council, European Union, the private sector and internal sources.

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 are expected to catalyse major change across the UK’s vocational education and training market. This has the potential to pose threats to significant strands of the OU’s B2B activities and directly registered students, but also presents major opportunities for new sources of revenue and growth.

The provision of Higher/Degree Apprenticeships has already started to accelerate sharply, with total starts up 114% in 2015/16 compared with 2014/15 and, during the same period, Apprenticeship starts at all levels have increased by 14%. Other players have been quick to market and growing numbers of HEIs, FE colleges, private
and voluntary sector training providers, awarding organisations and professional bodies are already engaged in the delivery of the new Apprenticeships Standards.

In response the University made a significant investment in April 2016 to quickly increase its Apprenticeship offer. The initial focus of this expansion will be three Degree Level Apprenticeships – Chartered Manager, Digital and Technology Solutions Professional, and Healthcare Assistant Practitioner.

The Faculty has also successfully bid for funding to develop three new Apprenticeship standards due for publication in 2017:

i. Police constables (level 6)
ii. Leadership and Management (level 7)

The University is also investing in the infrastructure necessary to become a Lead Provider. This work is being led by the Business Development Unit (BDU).

**The Chartered Manager Degree Apprenticeship (CMDA)**

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 therefore critical that FBL develop a pathway which meets the requirement of the CMDA.

It is designed to be suitable for those 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.

It is designed for as wide a range of individuals as possible. This includes individuals who are at the start of their career – including school leavers – that wish to become professional managers and achieve Chartered Manager status, 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.

While the qualification does not require external recognition accreditation, the Degree Apprenticeship, of which the qualification is a part, includes external recognition by the Chartered Management Institute and a final end-point assessment that will pass and grade the Apprenticeship. Students registering for the CMDA will be required to register for CMI affiliate membership on entering the Apprenticeship. On completion of the qualification, students may apply for Chartered Manager status with the CMI, which together with the completed qualification provides a ‘gateway’ to the final assessment point of the degree 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.
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. Please remove any information from your CV that might give an indication of your race, religion or belief, or sexual orientation, as these details are irrelevant to your application. |
|              | Decisions about short listing will be based solely on the information you provide on your application form and covering letter. |
| e-mail your application to: | Your completed application should be returned electronically to fbl-recruitment@open.ac.uk |
| Please ensure that your application reaches the University by: | Midday on Monday 6 November 2017 |
| Applications received after the closing date will not be accepted. |

8. Selection process and date of interview

<table>
<thead>
<tr>
<th>The interviews will take place on:</th>
<th>Interviews are planned for week beginning 20 November 2017 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The selection process for this post will include</td>
<td>Exercise and presentation</td>
</tr>
</tbody>
</table>

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.