Student Experience Manager

About the role

The Student Experience Manager 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. The successful applicant will also work closely with the FBL Student Support Team (SST) which offers information, advice and guidance to students, through targeted learner and learning interventions to students. Therefore, an ability to establish strong working relationships and work effectively across 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 several apprenticeship programmes or on business modules offered by the Faculty. They will be responsible for the recruitment, development and management of tutors. The SEM provides a significant contribution as a member of module teams to develop and deliver new modules and apprenticeship qualifications. They also work collaboratively with the Apprenticeship Programme Delivery Manager team in the Business Development Unit and FBL module teams, 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.

Key responsibilities

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 the scheduling of face-to-face and online tutorial provision (where appropriate); and supervising the delivery of work-based learning modules and regular progress review meetings by Practice Tutors.

Developing resources and delivering training to support Practice Tutors in providing formative assessment of portfolio and project evidence against apprenticeship standards and to prepare apprentices for End Point Assessment. Providing guidance, support and professional development for ALs and Practice Tutors, including regular appraisals.

Supporting students, including:

- Ensuring the needs of students, including those in a work-based learning context, are fully addressed to enhance student learning experience to support successful retention and progression to completion of apprenticeships;
- 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 apprenticeship programme 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;

Skills and experience

Essential:

- A relevant qualification at Masters Level or equivalent.
- A recent successful record of managing and developing people through coaching, facilitation and mentoring.
- An understanding of the pedagogy underpinning distance teaching, work-based learning and the need to support students from a wide range of backgrounds.
- Experience of delivering work or practice-based learning.
- Experience of assessing students against competency-based standards and/or apprenticeship standards, through use of e-portfolios.
- Evidence of providing practical support for work-based learners (for example, facilitating learner development of portfolios of evidence to address competency frameworks and standards).
- An understanding of the effective use of ICT, multimedia and online technologies to facilitate teaching and the learning of students.
- Experience of working with others to effect change (including coaching, facilitation and training experience in the workplace).
- 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).
- 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.
• A commitment to, and understanding of, equal opportunities.
• Ability to travel throughout the UK and a willingness to work a number of evenings and weekends.

Desirable:

• Experience of the design and/or delivery of degree apprenticeship qualifications
• Relevant experience / background in either business, management or policing.
• Experience of learning design for work-based learning, including the application and integration of e-portfolios
• Experience of managing in a distance learning context
• A record of initiative and determination in pursuit and maintenance of quality.
• Ability to balance priorities and a variety of potentially conflicting stakeholder needs.
• Evidence of an interest in current issues in business and higher education as well as the wider skills agenda. A willingness to acquire further knowledge and understanding.

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, has acted as a catalyst for major change across the UK’s vocational education and training market. 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 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 management and business degree that 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 successful completion of the Apprenticeship, currently by the Institute for Apprenticeships and Technical Education (IfATE). 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 Master's 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 July 2020

The PCDA is a Trailblazer Apprenticeship that has been developed by a group of employers led by the College of Policing. 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 will launch a BSc Professional Policing Practice qualification in July 2020. 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.