

*Presentation pattern*      *October to June*  
*February to October*  
*May to January*

### *Module description*

Are you new to higher education study or returning after a break? This Access module – designed to develop the key skills required for successful university study – is an ideal starting point. You may even be able to study for free. You will be introduced to a range of absorbing subjects, including art history, English literature, English language studies, history and modern languages to prepare you for a wide range of qualifications in the humanities. The theme of popular protest runs throughout the module and is used to link the various subject areas. As part of your study you will learn to navigate an innovative and interactive module website; the perfect way to gain the study skills you'll need to succeed in the next step in your studies.

(N.B. Block 1 will be in print with a book provided; Blocks 2 and 3 will be entirely online)

### *Person specification*

The person specification for this module should be read in conjunction with the [generic person specification](#) for an associate lecturer at The Open University.

As well as meeting all the requirements set out in the generic person specification, you should have:

#### Essential

1. A degree or equivalent, or a professional or vocational qualification in subject area you wish to teach
2. Teaching qualification
3. Proven ability to support learning across, a wide range of subjects in a multidisciplinary or interdisciplinary context, some of which will be outside own specialism
4. Experience of proactively supporting learning at a distance using a wide range of media, including one-to-one telephone tuition, email, Tutor Group Forums, online rooms
5. Proven ability to enable students with the transition to online learning in order to become confident and independent learners
6. Is digitally literate and able to engage with OU systems and websites, including module VLEs and other online resources
7. Commitment to encouraging and enabling adult learners to develop the knowledge and study skills that will prepare them for entry to higher education
8. Proven ability to support students with complex needs who come from diverse backgrounds (including students with disabilities, low previous educational qualifications, from areas of high deprivation and who have been traditionally disadvantaged) and in differing circumstances
9. Is a reflective practitioner and demonstrates ability to take on board developmental feedback to improve practice and actively engages with staff development opportunities and the wider teaching community
10. Proven ability to give constructive and supportive feedback both in tutorials and on assignments

#### Desirable

1. Experience of supporting adult learning at a distance

2. Advance HE recognition or similar (e.g. ETF professional standards)

Additional information:

Tutors are expected to be proactive in contacting students and providing one-to-one telephone-based tutorials in addition to written feedback on assignments. Although the focus of these tutorials is to develop students' understanding of the module materials, it is also important to address their individual study skills needs and to provide motivational support. There will be a requirement for students to use tutor group forums for some of their on-module activities, and tutors will be expected to take a proactive approach towards setting these up, encouraging their use, and monitoring them. Tutors will be expected to hold some sessions in online rooms towards the end of the presentation in order to prepare students for online tutorials in future modules.

*Module related details - a full explanation can be found on the website*

Credits awarded to the student for the successful completion of a module:	30
Number of assignments submitted by the student:	4
Method of submission for assignments:	2
Level of ICT requirements:	2
Number of students likely to be in a standard group:	17
Salary band:	7
Estimated number of hours per teaching week:	7