

BA (Hons) Management Practice XBX130 (Chartered Manager Degree Apprenticeship - CMDA)

The CMDA qualification has 3 presentations per year running for a duration of between 36 to 44 months (depending on the cohort module presentation pattern), followed by a separate End Point Assessment for the apprenticeship.

Qualification and Module overview

We are currently recruiting outstanding individuals to join our growing team of Practice Tutors on the CMDA, which offers an opportunity for apprentices to gain a BA (Hons) Management Practice as part of the overall apprenticeship through the support of their employers as well as the OU.

As a Practice Tutor you will support the work-based teaching and learning for a specific cohort of 4-8 management apprentices through their journey on the CMDA apprenticeship, from initial induction in the first year through to End Point Assessment (EPA) gateway after the completion of the degree. Depending on the cohort module presentation pattern (with starts in February, May and October each year) this may cover a total period of between 36 to 44 months for completion of the degree, which forms one element of the gateway to the EPA (with the Practice Tutor being contracted to support the apprentice to prepare for, up to five months following completion of the degree).

The Practice Tutor contract covers delivery of one 60 credit work-based learning module within each stage of the qualification - the BXY130, BXY230 and BXY330 Management Practice Modules. Apprentices will also undertake academic related modules in addition to the work-based learning modules, taught by other Associate Lecturers, to accrue a total of 360 credits to complete the qualification, delivered by supported online learning.

Role Description

Reporting to the Student Experience Manager (SEM) – Apprenticeships, the main role of the Practice Tutor is to be the key liaison between the OU and the Apprentice throughout their academic journey, this includes; delivering ongoing student learning support, briefing apprentices, marking and providing feedback for assessments on the work-based learning modules, as well as supporting the apprentices with the development of their professional e-portfolio, work-based project and end-point assessment in line with the CMDA standards.

As part of the role, the Practice tutor will manage the scheduling of tri-partite meetings, involving the Apprentice, their Employer Liaison and themselves, to conduct the apprentices quarterly progress review. This will involve visiting the apprentice's workplace as well as compiling structured reports on the apprentice's progression academically, professionally, and personally for compliance and auditing requirements (e.g. OFSTED, Education and Skills Funding Council).

As part of the ongoing support of the apprentices, the Practice Tutors will guide them in creating and maintaining an individual learning plan. This includes supporting the apprentices in establishing SMART learning goals and identifying suitable practice learning opportunities throughout their apprenticeship. The Practice Tutor will support the personal and professional reflection of the apprentices' learning to enable them to embed their development within their individual e-portfolio to provide evidence of their application of learning, as well as the application of management concepts through the work-based learning modules. Further to this, the Practice Tutor will support the apprentice in the submission of their e-portfolio and work-based project, as part of the gateway to the CMDA End Point Assessment with an External End Point Assessor Organisation.

As representatives of the OU, the Practice Tutors will also role model the knowledge, skills and behaviours of the CMDA professional standards, ensuring they identify, report and contribute to the resolution of any health, safety and welfare concerns of the apprentice within the workplace.

The Practice Tutors are supported by the on-going communication with a dedicated Student Experience Manager – Apprenticeships, the Apprenticeship Programme Development Manager, as well as the work-based learning module team.

About You

This is a flexible role working remotely from home under your own initiative, with visits to the apprentices' place of employment as required, to conduct the tripartite reviews. You will have a passion for supporting students and will want to see others succeed. You may be interested in this role as part of a portfolio career or you may work within industry and be taking on a role to engage with academic practice. Either way, the role offers the autonomy to arrange your workload around your current personal and professional commitments.

You will have a positive can-do attitude and be able to work flexibly and proactively, with the ability to adapt positively to change.

Person specification

Essential	Desirable
Qualifications	
A minimum first degree in Business Studies, OR A non-business degree plus a postgraduate qualification in a business-related subject.	A Masters qualification in relevant area (e.g. MBA)
	Associate Fellowship of the HEA or willingness to work towards this
	An assessor qualification (e.g. A1)
	Recognised coaching, mentoring or learning and development qualification
	Membership of a relevant Professional body i.e. CMI or ILM
Knowledge	
Recent business experience (or consulting for a business) with application of theoretical skills in the workplace in the area of: <ul style="list-style-type: none"> • Finance, • Accounting, • HR, • Organisational behaviour, • Marketing, • Operations, • Ethics/CSR, • Strategy, • Globalisation • Communications. 	Academic credibility across a broad range of general Business Studies areas, including those identified.
Clear understanding of work-based competencies and principles of work-based learning.	Knowledge of the requirements of the Chartered Manager Degree Apprenticeship Standards.
Skills	
An ability to support apprentices to achieve the learning outcomes, particularly study skills identified for academic writing, numerical literacy, digital literacy and critical thinking.	Experience of supporting students/mentoring/coaching at a distance

Excellent organisation skills with the ability to manage own workload and meet deadlines.	
Excellent interpersonal skills and have the ability to communicate ideas of a complex or technical nature to effectively using coaching and mentoring skills	
Excellent communication skills, including the ability to communicate effectively with a range of internal and external stakeholders.	Experience of partnership working with internal and external stakeholders within a HE/FE setting
Digital literacy skills with a willingness to learn new systems (MS Word, Excel, Teams), including communicating effectively using email, text, Adobe Connect or other virtual means.	
Experience	
Experience of teaching management related subjects to adults OR Experience of mentoring/coaching or training in the workplace	HE/FE teaching experience
Experience of using synchronous and asynchronous online media in a teaching and learning environment OR Commercial workplace equivalents in mentoring/coaching or training delivery	Teaching experience through HEI/FE bespoke systems such as Adobe Connect, OU Live, BlackBoard, Collaborate or equivalent
Practical experience of using portfolios to support others in a work-based learning setting.	Experience of using e-portfolio software.
Behaviours	
Flexible and can-do attitude with a positive attitude to change	
Ability and willingness to travel to students' places of employment as required	
Reliable access to the online and internet facilities	