

Module Leader Guide



CONTENTS

Welcome and introduction to the role	<u>Page 3</u>
1. Getting started in the role	<u>Page 7</u>
2. Getting to grips with the annual cycle of module activities	<u>Page 10</u>
3. Next steps: resources available for taking a deeper dive	<u>Page 18</u>
Appendices	
A. Module Leader Role Descriptor	<u>Page 23</u>

WELCOME AND INTRODUCTION TO THE ROLE

Welcome to this resource and thank you for the work you do as a Module Leader. Module Leaders play a vital role in the University, taking responsibility for designing and delivering high quality modules, aligned with programme aims and practices.

Your role requires you to have an in-depth view of the module and the experience of students on it and be appreciative of the how this contributes to the overall programme experience. You will need to develop and maintain the academic coherence and quality of the module, ensuring it remains current and meets student expectations.

You will also need to work to the guidance of your Programme Leader and collaborate with other module leaders to collectively ensure and maintain coherence and consistency across the programme.

The Module Leader Role Descriptor provides further detail about the scope of your role and the activities to be covered:

Broad area of work	Module Leader Responsibilities
Leadership and management	1. Provide guidance to new members of staff joining the module team. 2. Manage resources allocated for the delivery of the module. 3. Update module information including the Handbook and VLE. 4. Advise on timetabling requirements. 5. Assist in maintaining accurate student records, for example when field trips occur ensuring specific health and safety inductions and risk assessments have taken place. 6. Contribute to sharing practice and reviewing the health of the programme and the component modules
Module design and currency, pedagogic design and delivery	1. Contribute to programme teamwork around currency and relevance. 2. Actively promote and implement effective pedagogic practices. 3. Work with the programme team to ensure the coherence and accessibility of the programme for students. 4. Liaise with library services and other parties in advance of module delivery to ensure learning resources are available. 5. Contribute to a coordinated, programme-wide approach to assessment and feedback, including variety and timing of assessments in each module and submission dates. 6. Organise the preparation of module assessments, working with the Faculty /School Administration team. 7. Oversee the collection, distribution and marking of assessment materials' ensure work is moderated in line with University policy. 8. Ensure students receive marks and developmental feedback in line with the University's Assessment and Feedback Policy. 9. Attend relevant internal moderation meetings, Subject Assessment Panels (SAPs) and pre-Progression and Award Board meetings (pre-PABs).
Student induction,	1. Contribute to marketing and recruitment activities.

engagement and continuation	2. Maintain module handbook for up-to-date information about the organisation, content, teaching and assessment. 3. Ensure information available for student optional module selection. 4. Co-ordinate academic support for students taking the module, liaising with the programme leader and academic tutors. 5. Keep up to date with processes around the academic wellbeing of students including Extenuating Circumstances, Interrupting studies and Academic Appeals, in alignment with the University's regulations. 6. Liaise with the Academic and Digital Skills, Employability Service and Student Wellbeing to signpost students to additional development opportunities, supporting personalised learning. 7. Monitor student progression and success across the module and ensure Greenwich Inclusion Plans (GIPs) are implemented consistently. 8. Be proactive in working with student representatives and wider cohort to inform opportunities and activities to enhance their experience, for example through staff-student committees (student voice) and through collaboration on enhancement projects (student partnership).
Quality assurance and enhancement	1. Take a continuous enhancement approach to module delivery, responding to performance indicators such as evaluations, pass rates and attainment. 2. Contribute to programme level (re)design for validating, modifying or revalidating a programme. 3. Participate in Programme Committee Meetings. 4. Prepare for the Subject Assessment Panel and Progression and Award Board, ensuring marks have been entered on schedule and being ready to present these at the meeting. 5. Proactively seek and respond to student feedback. 6. Brief students on the purpose and use of Module evaluation (Evasys). 7. Support the promotion of the NSS, PTES and university student feedback surveys to students. 8. Contribute to programme team activities monitoring and responding to key metrics, including Awarding Gaps, National Student Survey, Postgraduate Teaching Experience Survey, Student Continuation and Graduate Outcomes. 9. Work with the Programme Leader to respond to feedback from External Examiners and relevant Professional and Statutory Regulatory Bodies, contributing to any necessary changes. 10. Support the Programme Leader and Academic Portfolio Leaders to complete the Annual Programme Monitoring process, through timely provision of module-level data and analysis. 11. Ensure that any suggested modifications to Modules are brought to the attention of the Programme Leader, support work to address opportunities for enhancement, and contribute to sustaining student engagement through closing the feedback loop.

This guide introduces you to the range of responsibilities and activities running through a module delivery cycle at Greenwich, with links to further information and guidance. It also provides links to resources if you would like to take a deeper dive into topics including student partnership working, curriculum design, assessment and feedback, effective teaching practices and programme level leadership. On the latter,

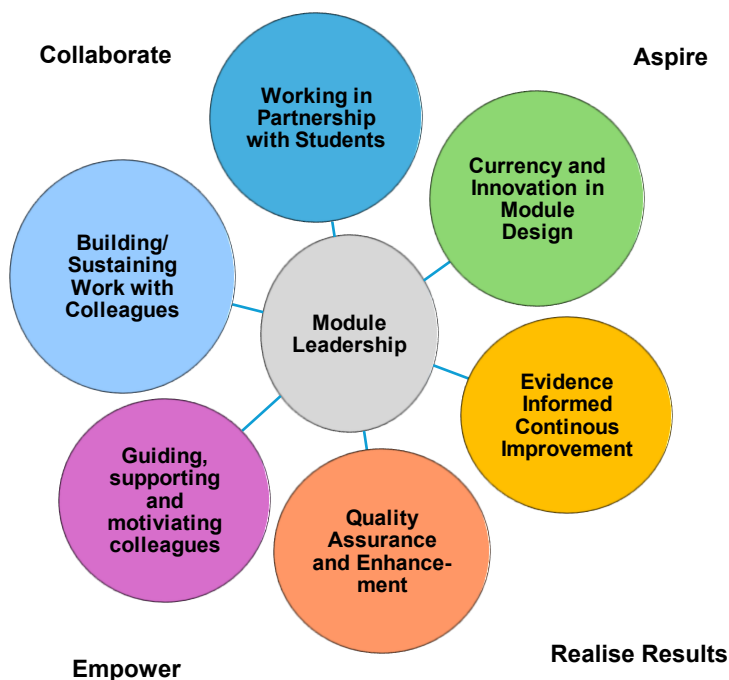
module leadership can provide a basis for exploring and stepping into the broader level of responsibility and leadership. encompassed in the programme leader role at Greenwich.

Your module leader responsibilities have also been mapped to the [University's CARE Leadership Framework](https://www.gre.ac.uk/people-directorate/care-model-leadership-framework) (<https://www.gre.ac.uk/people-directorate/care-model-leadership-framework>), and the content broadly maps to care as follows:

CARE Leadership Framework



Module Leader Skills and Knowledge



Further support and development opportunities

To take a deeper dive into your module leader role it is recommended that you participate in the Module Leader 101 development programme. This synchronous course covers key topics in more detail, and importantly, provides an opportunity to connect and learn with and from other programme leaders. The programme is provided by the Academic and Learning Enhancement Service in collaboration with colleagues from across the university. It aligns with the CARE leadership framework and has been designed with reference to the University of Greenwich context and wider sector guidance. You can see when sessions are available and book your place using the Horizon system, which you can access through the University Portal. The course includes sessions on module administration, classroom management, leading a teaching team, and assessment, feedback and moderation.

SECTION 1: GETTING STARTED IN THE ROLE

It is appreciated that module leaders come into the role with a varied range of prior experience. With all of this in mind, the following provides some generic tips and guidance based on common concerns and topics identified by experienced module leaders and educational developers.

1.1 IDENTIFY KEY CONTACTS AND SOURCES OF SUPPORT

- Ideally you will have a handover meeting with the previous module leader. This provides a good opportunity to find out about any previously identified priorities, strengths or concerns that will impact your work and gain insights into how they approached the role.
- Connect with other module leaders in the programme team. They will have insights and experience to share and can be a source of advice and support.
- Identify and connect with your colleagues in other student education leader roles in your school and faculty. This can be particularly helpful whilst you get to grips with the range of activities and processes and how these connect.
- Get to know colleagues from key departments you need to work with and start to build relationships, including [Quality Assurance](https://www.gre.ac.uk/quality-assurance) (<https://www.gre.ac.uk/quality-assurance>), [Student Support](https://www.gre.ac.uk/student-services) (<https://www.gre.ac.uk/student-services>), [Academic and Digital Skills](https://www.gre.ac.uk/academicskills) (<https://www.gre.ac.uk/academicskills>) and [Employability & Apprenticeships Services](https://www.gre.ac.uk/careers) (<https://www.gre.ac.uk/careers>).
- If you would like to find a coach or mentor, explore this possibility with your line manager. For example, you could be paired with a more experienced programme leader in your school or use the university [Coaching and Mentoring Schemes](http://www.gre.ac.uk/people-directorate/coaching-and-mentoring) (<http://www.gre.ac.uk/people-directorate/coaching-and-mentoring>) to request a pairing with a more experienced programme leader from another department.

1.2 FURTHER RESOURCES AND ACTIVITIES

1.2.1 RESOURCE: FACULTY AND SCHOOL BASED STUDENT EDUCATION ROLES

FACULTY LEVEL ROLES
Associate Dean Student Success (ADSS) Reporting to the faculty Deputy Dean, works with and supports the Heads and Associate Heads of School to devise, implement and report on faculty and departmental activities for enhancing learning and teaching, working in alignment with the university's Student Success Strategy goals and metrics.
Faculty Senior Tutors Faculty Senior Tutors oversee the delivery of academic tutoring (and personal tutoring) aligned to the Greenwich Tutoring Framework, reporting to the Associate Deans. They provide staff guidance and development to all tutors in the faculty and work collectively to inform and support associated systems and processes for tutoring and associated student support and guidance. They work with Associate Heads, programme leaders and faculty student advisors to develop consistent approaches for supporting student continuation, progression, and successful outcomes
Faculty Student Advisors The Faculty Student Advisors provide pastoral support and guidance to students, including signposting to relevant services. Students can access their support as and when needed, but the Advisors also work proactively to identify students potentially struggling or at risk of non-continuation, for example using the available attendance, assessment, and engagement data. This information is shared with the relevant programme leader to inform targeted intervention and support.
SCHOOL BASED ROLES
Associate Head of School Student Success (AHSS) Reporting to the Head of School, provides leadership for the department's breadth of activities for learning, teaching, and assessment, working in alignment with the Student Success Strategy goals and metrics.
Academic Portfolio Leader (APL) Provides leadership for a suite of programmes at various levels of study. APLs oversee the design, development and delivery of a portfolio of programmes of study at various levels; oversee the acquisition and management of resources to support teaching; champion and promote innovation in Learning, Teaching and Assessment including research-informed learning and teaching ensure that the school implements agreed on assessment and feedback requirements to underpin a positive student experience; support the sustained development of others (e.g. mentoring, staff development, training) in relation to education, the student experience or personal subject expertise; contribute at the school and faculty level to the development and implementation of strategy, policy and plans in relation to education, and the student experience; contribute to the leadership of learning and teaching, research and enterprise, employability and/or student experience strategies at faculty and university level. They also contribute to school level leadership and management, supporting the Head of School to develop and deliver on the School's strategic priorities (Plan on a Page); supporting the development, deployment and delivery of the faculty's/school's strategy

and business plan; and ensuring the delivery of learning and teaching, research and knowledge exchange, employability and student experience strategies and targets at school level.

Programme Leader (PL)

Programme Leaders are responsible for designing and delivering high quality programmes. They lead colleagues teaching on the programme, oversee the associated quality approaches and lead work to enhance the programme and component modules including associated monitoring and reporting. They take a proactive approach to analysing and responding to student feedback, promoting a partnership ethos an approach to working with students. They work with the team to review programme data and lead on completing associated action planning and reporting. They are the face of their programme to students, the University and the wider world.

Link Tutors (LT)

LTs have a dual role in liaising with and supporting to partner institutions and providing reassurance to the university that the partnership is operating appropriately.

In addition to ensuring ongoing dialogue through email, telephone and video conferencing, Link Tutors will undertake one or two visits to partner institutions during the year.

1.2.2 ACTIVITY: CREATE YOUR OWN KEY CONTACTS LIST

My key contacts

Remit	Contact(s)
My programme leader	
My module team	
School /Faculty Administration	
Associate Head of School, Student Success	
School Academic Portfolio Lead	
Faculty Senior Tutor	
External Contacts for the Programme	
Quality Assurance Team	
Student Support Services	
Academic and Digital Skills	
Library	
Employability Services	

SECTION 2: GETTING TO GRIPS WITH ACTIVITIES RUNNING THROUGH EACH MODULE CYCLE

2.1 GETTING READY FOR THE MODULE

ACTIVITY	SUPPORT AVAILABLE
Update the Module Handbook, ensuring students have access to the information they need for getting started.	Module Handbook Documents University of Greenwich
Update the module Moodle site, ensuring students have access to the information they need and any learning activities to be completed each week.	Guidance for using Moodle effectively Moodle IT and Library Services University of Greenwich Examples of Good Moodle Design (L&T Resource Centre)
Ensure accurate information has been provided for timetabling and teaching space requirements.	Teaching, timetabling and room booking policy Teaching Timetable & Room Booking Policy Documents University of Greenwich
Liaise with any colleagues in the module team to check they are prepared and know what they are providing.	Consider what they need to know and ensure all of the team are working collaboratively to ensure your students experience a joined up and coherent approach through all module activities.
Prepare assessment activities/questions including alternatives for any resits needed; share summative assessment with the External Examiner.	For further guidance on Assessment and Feedback: Our new Assessment and Feedback Policy Articles University of Greenwich Learning and Teaching Resource Centre Moodle guidance and development for effective feedback and assessment: Section: Assessment & Feedback Learning and Teaching Resource Centre (LTRC)-NB1534-2024-25 Moodle Home
Prepare assessment submission links in Moodle.	Moodle & Turn It In Assignment Guide

Review any information already available on individual student support or adjustment needs – Greenwich Inclusion Plan. Share information with team (unless directed otherwise) to ensure students have the consistent support.

[Greenwich Inclusion Plans](#)

2.2 RUNNING THE MODULE

ACTIVITY	SUPPORT AVAILABLE
Introduce students to the module, ensuring they know what is involved, are introduced to the teaching team, and are clear about expectations for engagement and participation.	Liaise with the Programme Leader to align with the wider student welcome and orientation /transition between years of study activities.
Ensure you are familiar with the Student Attendance Monitoring policy so you know what is expected and can answer any student queries related to recording and monitoring attendance.	Attendance Monitoring in 2025/26 - Information for Staff Articles University of Greenwich https://www.gre.ac.uk/articles/public-relations/attendance-monitoring-in-202425-information-for-students
Provide timely delivery of content and learning activities to students – in advance of scheduled sessions so students know what to expect and can come prepared. Record any content delivery, e.g. lecture component of a teaching session, for recap and catch up.	Information about digital resources: Teaching and Learning Digital Resources IT and Library Services University of Greenwich
Provide guidance and support to the module team, including any externals or guest speakers involved, to ensure they are all well prepared and can meet expectations.	Schedule regular Module Team catch ups.
If the module involves external placement activities, ensure you are familiar with the required documentation and any risk	Sample letter to placement employer Documents University of Greenwich

assessment required, and that this has been completed.	<u>Sample letter to placement student Documents University of Greenwich</u> <u>Microsoft Word - HS044 Risk Assessment Guidance v25.1</u>
Provide opportunities for in module feedback from students and other stakeholders, e.g. any external partners, to inform any adjustments needed. Examples of activities:	Menti or post it note activity: stop, continue, add Muddiest point: build in time towards the end of a session for students to reflect upon what they found most difficult/ still unsure about. This provides feedback to inform recap and further practice activities Students should complete this exercise Minute paper: build in time towards the end of a session to collect student feedback and assess student learning about a topic. The questions you use can be tailored to what you would like/need to cover. Sample questions: • What are the two most significant things you have learned during this session? • What was the most important thing you learned in class today? • What important question remains unanswered? • What was most memorable or stands out in your mind about today's class? • What was the most surprising and/or unexpected idea in today's discussion? • For you, what interesting questions remain unanswered about today's topic? • During today's class, what idea(s) struck you as things you could or should put into practice? • What example or illustration cited in today's class could you relate to the most? • What relationship did you see between today's topic and other topics previously covered in this course? • What was discussed in class today that seemed to connect with what you are learning or have learned in other course(s)?

Take part in scheduled programme meetings	Check with your programme leader for the frequency.
Monitor student engagement and identify where additional support or follow up is needed; check in with the programme leader as these students might have been identified as struggling or not engaging with more than one module.	Faculty Student Advisors have a role identifying and supporting students who are not engaging; they liaise with programme leaders so important to connect and share information at a programme team level to support a joined up and collaborative approach to follow up with students.
Report any matters of concern that can't be addressed at the module level.	Escalate to the Programme Leader
Encourage students to complete the end of module feedback form.	This should be delivered through Evasys: EvaSys IT and Library Services University of Greenwich

2.3 ASSESSMENT AND FEEDBACK

Manage the marking of assessments in keeping with the university guidance.	Further guidance on the Greenwich Marking Rubric .
Provide opportunities for formative assessment, in keeping with the Assessment & Feedback Policy.	Consult the Assessment & Feedback Policy. Additional Guidance on Formative Assessment
Prepare any alternative assessments required to meet Greenwich Inclusion Plan(s)	You are encouraged to design inclusive assessments to minimise the need for alternative assessments or adjustments. Further guidance on inclusive assessment.
Provide the module team with guidance on marking arrangements, criteria and any calibration events scheduled.	Check with the Programme Leader for programme level activities supporting a consistent approach.
Ensure students receive timely (within 17 working days) and effective feedback (supports feed forward) on their assessment.	Consult the Assessment & Feedback Policy.
Ensure grade mark entry is completed by the deadline.	Guidance for importing grades from Moodle to Banner.

Review any suspected academic misconduct following the university processes.	Assessment Misconduct Procedure
Ensure reassessment dates are clear for any students affected.	Follow guidance issued for dates.
Organise support for any students needing to retake the module or resubmit an assessment.	Work with the Programme Leader and Academic Tutors to coordinate support.

2.4 END OF MODULE

Collate, review and respond to end of module student feedback.	EvaSys IT and Library Services University of Greenwich
Complete assessment information required for Subject Panels and Progression and Award Boards.	Further information and guidance for Subject Panels and Progression and Award Boards.
Complete the Module Monitoring Report, required for Subject Assessment Panel	Module Monitoring Report
Work with the Programme Leader to respond to feedback from the External Examiner.	Head of School has responsibility for responding to the External Examiner. External Examiner Communications
Where feedback indicates a need for some module modifications, discuss these with the programme and module leader	The Quality Assurance Team provides guidance on the processes. Module Management
Contribute to the Annual Programme Review, identifying effective practices and areas for enhancement. This is supported and managed through the Continuous Improvement Tool.	Programme Management guidance. Introduction to the Continuous Improvement Tool Access the Continuous Improvement Tool.

SECTION 3: NEXT STEPS - TAKING A DEEP DIVE INTO SOME OF THE TOPICS COVERED

3.1 FURTHER RESOURCES AND DEVELOPMENT

The Learning and Teaching Resource Centre Moodle contains further resources that can support you in developing your knowledge of a range of student education topics, including programme and module design aligned with The Greenwich Curriculum Framework:

[Programme and Module Design aligned to The Greenwich Curriculum Framework \(Curriculum Shape\).](#)

Introduction Introduction	NSS NSS	Assessment & Feedback Assessment & Feedback	Equality, diversity & inclusion Equality, Diversity & Inclusion
Technology Enhanced Learning Technology Enhanced Learning	TEF Good Practices TEF Good Practices	TEL Good Practice TEL Good Practices	Academic Tutoring Academic Tutoring
Teaching Strategies Teaching Strategies	Curriculum Shape Curriculum Shape	Programme Leader Support Not available Programme Leader Support	Support Support

3.2 IDENTIFY ANY GAPS IN YOUR KNOWLEDGE AND SKILLS

Given the breadth of the role, it is likely there will either be some gaps or a need to extend and build on your existing skills and knowledge. Whilst you are getting settled in the role, take some time to identify what you want and will need to work on, how you can address these and when by.

You could also find it helpful to produce a personal development priorities plan to inform conversations with your line manager about your goals, and to help keep you

on track. Remember to refer to the module leader role responsibilities, knowledge and skills when producing your plan (Appendix 1).

PERSONAL DEVELOPMENT PLAN TEMPLATE

Academic year:

Objectives What gaps in my knowledge or skills do I need to address?	Actions What methods will I use to meet my development objectives?	Achievement How will I evidence success in achieving my development goals?	Implementation How will I practice and apply what I learn?

A: MODULE LEADER ROLE DESCRIPTOR

Module Leader Responsibilities

Overview

Module Leaders play a vital role in the University, taking responsibility for designing and delivering high quality modules, aligned with the wider programme aims and practices. You will have an in-depth view of the module and the experience of students on it and be appreciative of the how this contributes to the overall programme experience. You will develop and maintain the academic coherence and quality of the module, ensuring it remains current and meets student expectations.

This role requires you to be a motivational leader for your students and for your colleagues teaching on the module, and to be an effective manager of the quality processes which ensure the integrity of the provision.

Responsible to	Responsible for	Key contacts
Programme Leader	No formal line management responsibilities. Indirect responsibilities for staff members contributing to the module.	Programme Leader, Academic Portfolio Lead, Faculty Senior Tutor, Faculty and School Administrators, Student and Academic Services, Library services, Employability Service, external contacts with an interest in the module, such as professional and statutory bodies, employers and alumni.

Time allocation (AWP)

Details of the time allocation for Module Leadership are available from the AWP guidance: [AWP Guidance link \(link opens new window\)](#).

Profile Currency

This role profile will be reviewed biennially to ensure it remains up to date and in line with university requirements and expectations. Note, given these responsibilities it should be read in conjunction with university policies and guidance for student education

Career Development and Progression

Working successful across the breadth of module leadership activities can lead to opportunities to share experiences and support others across school and faculty, in turn providing a good foundation for contributing to wider school, faculty or university wide initiatives.

Activities and responsibilities

Leadership and management

1. Provide guidance to new members of staff joining the module team.
2. Contribute to sharing practice and reviewing the health of the programme and the component modules.
3. Manage the resources allocated for the delivery of the Module.
4. Lead on updating module information, including the Handbook and the VLE.
5. Advise on timetabling requirements to ensure suitable rooms have been arranged for teaching
6. Assist in maintaining accurate student records, for example when field trips occur ensure that relevant health and safety inductions and risk assessments have taken place.

Module design and currency, pedagogic design and delivery

1. Contribute to programme team activities for maintaining the programme and component module currency, working in alignment with faculty and university strategic aims.
2. Promote and implement effective pedagogic practices through the module delivery.
3. Work with the programme leader and other module leaders to ensure the programme coherence and accessibility for students.
4. Liaise with library services and other parties regarding necessary learning resources.
5. Contribute to a programme-wide approach to assessment and feedback, in line with the University's Assessment and Feedback Policy.
6. Organise the preparation of assessments, working with the Faculty/ School Administration team to ensure this is carried out in line with university policy.
7. Work with the Programme Leader to agree submission dates and ensure a manageable assessment schedule for students.
8. Oversee the collection, distribution and marking of assessment materials and ensure that work is moderated in line with university policy.
9. Ensure that students receive marks and developmental feedback in line with the University's Assessment and Feedback Policy.
10. Attend relevant internal moderation meetings, Subject Assessment Panels (SAPs) and pre-Progression and Award Board meetings (pre-PABs).

Student induction, engagement and continuation

1. Contribute to marketing and recruitment activities.

2. Ensure students have current information about the organisation, content, assessment and delivery of the Module.
3. Liaise with the programme leader to ensure students receive timely and relevant information to select optional modules.
4. Co-ordinate the academic support for students taking the module, including alignment with Academic Tutors (Greenwich Tutoring Framework).
5. Keep up to date with processes around the academic wellbeing of students including Extenuating Circumstances, Interrupting Studies and Academic Appeals, according to the University's regulations.
6. Liaise with the university's Academic and Digital Skills, Employability Service and Student Wellbeing teams to embed skills development opportunities in the module; ensure students are signposted to additional development opportunities supporting personalised learning.
7. Monitor student progression and success across the module and ensure Greenwich Inclusion Plans (GIPs) are implemented consistently.
8. Be proactive in working with student representatives and wider cohort to inform opportunities and activities to enhance their experience, for example through staff-student committees (student voice) and through collaboration on enhancement projects (student partnership).

Quality assurance and enhancement

1. Proactively seek student feedback and act on this to inform module developments, closing the feedback loop.
2. Take a continuous enhancement approach to module delivery, embedding embed effective inclusive practices, and responding to performance indicators including student evaluations, pass rates and attainment.
3. Contribute to programme team activities which monitor and respond to key metrics including the Awarding Gap, National Student Survey, Postgraduate Teaching Experience Survey, continuation and graduate outcomes, working in alignment with School, Faculty and University Plans.
4. Prepare for the Subject Assessment Panel and Progression and Award Board, ensuring marks have been entered on schedule and being ready to present these at the meeting.
5. Work with the Programme Leader to respond to feedback from External Examiners and relevant Professional and Statutory Regulatory Bodies, contributing to any necessary changes.
6. Contribute to work on the programme and curriculum design, leading into validating, modifying or revalidating a programme.
7. Contribute to Programme Committees Meetings (PCMs) and other meetings, as appropriate.
8. Brief students on the purpose and use of Module evaluation (Evasys).
9. Ensure any suggested modifications to Modules are brought to the attention of the Programme Leader, support work to address opportunities for

enhancement, and contribute to sustaining student engagement through closing the feedback loop.

10. Support the promotion of the NSS, PTES and university student feedback surveys to students.

11. Support the Programme Leader and Academic Portfolio Leaders to complete the Annual Programme Monitoring process, providing module-level data and analysis.

Experience and Knowledge

Core

- Broad understanding and appreciation of disciplinary teaching methods, professional practice and research.
- Experience of mentoring, sharing practice or supporting the training and development of colleagues.
- Knowledge of quality assurance, enhancement and academic standards requirements and experience of working to these expectations.
- Experience of designing modules in alignment with subject benchmarks, university priority themes and expectations, and external partner requirements, e.g. employers and accrediting bodies.

Advanced

- Have led module or wider programme enhancement projects and initiatives which have impacted positively on students.
- Experienced in implementing education or student success strategies and policies.
- Experienced in module design or redesign and programme level design and validation from conception to implementation.
- Knowledgeable around key policy issues at institutional, national and sector wide levels.

Skills

- Excellent communication skills with staff and students.
- Ability to motivate and influence colleagues.
- Evidence of achieving and sustaining excellent teaching practices.
- Well organised, self-motivated, able to prioritise under pressure and manage a wide and varied workload for self and team.
- Strong decision-making skills, able to assess information accurately and effectively and take ownership of results.
- Well-developed project management skills and ability to use innovation and creativity to solve complex problems.