

Programme Leader Handbook



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WELCOME AND INTRODUCTION TO THE ROLE

Welcome to this resource and thank you for the work you do as a Programme Leader. Programme Leaders play a vital role in the University, taking responsibility for designing and delivering high quality programmes and being the face of their programme to students, the University, and the wider world. Through your work you make a substantial contribution to providing education without boundaries – ensuring each of our students can make the most of their time with us.

Analysis of student feedback underlines the importance of effective programme leadership. Feedback gathered through surveys including the NSS, indicates that overall satisfaction is strongly associated with teaching quality and management of the programme. There is also evidence that a sense of belonging or mattering – being part of a learning community is of high importance to students (Burgess, Senior and Moores, 2018). These wide-ranging aspects of the student experience happen primarily at the programme level.

What does this mean for you as a programme leader? To be effective, you will need to develop a holistic view of the programme and the experience of students on it: taking a programme level view is a key difference between your role and the work undertaken by module leaders. You also need to be able to guide, motivate and inspire trust and confidence in your programme team to ensure you can collectively provide and sustain an excellent student experience.

This breadth and the level of responsibility requires you to work across a broad set of domains, as set out in the Programme Leader Role Descriptor. There will be operational differences between Faculties and Schools, but the following broad areas of work and responsibilities are relevant to Programme Leaders across the university: leadership; student recruitment; programme design and currency, pedagogic design, and delivery; student induction, engagement, and continuation; quality assurance and enhancement.

The Programme Leader role descriptor provides further detail of the common responsibilities and activities for each of these areas of work:

Broad Area of Work	Programme Leader Responsibilities
Leadership	1. Coordinate regular opportunities for module leaders and the programme team to share practice and review the health of the programme 2. Actively promote coordinated and innovative pedagogic practices across the programme. 3. Be proactive in working with student representatives and the wider cohort to inform opportunities and activities to enhance their experience, promoting a student partnership approach.

	4. Be the public face of the programme, representing it and the university to students, prospective students, and external audiences. 5. Oversee the performance of modules on the programme, ensuring module leaders receive relevant support to enhance their modules as necessary.
Student Recruitment	1. Work alongside the Recruitment team to engage with the selection of prospective students onto the programme. 2. Provide support for recruitment events including open days, representing the programme and the university to prospective students.
Programme design and currency, pedagogic design, and delivery	1. Lead the team's work to maintain the currency of the programme curriculum and pedagogic design, in alignment with wider strategic aims of the faculty and the university. 2. Ensure a coordinated programme-wide assessment and feedback practice in line with the University's Assessment and Feedback Policy. (https://www.gre.ac.uk/docs/rep/information-and-library-services/assessment-and-feedback-policy) 3. Lead on updating programme information, including Programme Handbooks. 4. Oversee communication with library services and other parties regarding necessary learning resources. 5. Provide guidance to new members of staff joining the programme team.
Student induction, engagement, and continuation	1. Lead the design and delivery of programme welcome activities for students, in alignment with university and faculty plans. 2. Ensure effective support for the transition of new students and continuing students at each programme level, including alignment with the Greenwich Tutoring Framework (https://www.gre.ac.uk/tutorinnng-framework//)) 3. Ensure clear communication with students about the programme and any changes. 4. Where a programme has optional modules, coordinate with module leaders to ensure students receive timely and relevant information to inform their option selection. 5. Promote a positive approach to the academic wellbeing of students, ensuring the programme team has a good knowledge of processes relating to Extenuating Circumstances (https://www.gre.ac.uk/docs/rep/sas/extenuating-circumstances-policy-and-procedure), Interrupting studies (https://www.gre.ac.uk/student-services/withdrawal-and-interrupt) and Academic Appeals (https://www.gre.ac.uk/student-services/appeals-and-complaints according to the university's regulations.

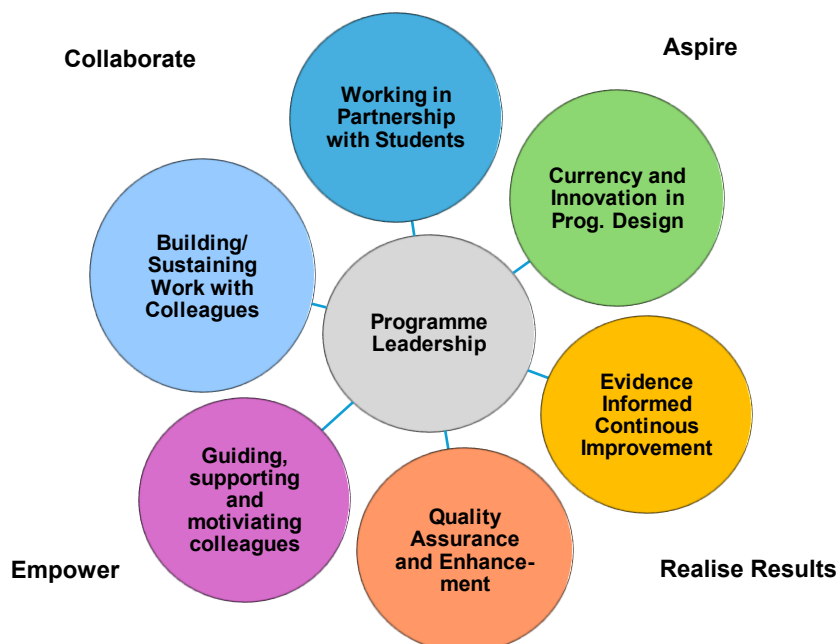
	6. Liaise with the university's Academic & Digital Skills (https://www.gre.ac.uk/academicskills) and Employability Services (https://www.gre.ac.uk/careers) ensuring skills and meaningful employment opportunities are embedded in the programme and students are signposted to additional development opportunities supporting personalised learning. 7. Monitor student progression and success across your programme and approve arrangements and support for resitting and non-progressing students. 8. Support module leaders to ensure Greenwich Inclusion Plans (GIPs) are implemented consistently. 9. Work with Student and Academic Services on requests for authorised absence and ensure students can catch up following a period of absence, or when they enrol late. 10. Approve and support student transfers in or out of your programme. 11. Attend the graduation ceremonies for your programme.
Quality Assurance and Enhancement	1. Proactively seek student and staff feedback and act on this to inform programme and curriculum developments, including promoting engagement with university student feedback surveys and with NSS and PTES. 2. Promote a continuous enhancement approach to programme and module delivery, working with module leaders to share and embed effective inclusive practices, and responding to performance indicators including student evaluations, pass rates and attainment. 3. Chair Programme Committee Meetings, ensuring meaningful opportunities for student feedback, coordinating actions, and closing the feedback loop about changes. 4. Prepare for the Progression and Award Board, ensuring marks have been entered on schedule and being ready to present these at the meeting. 5. Monitor the ongoing market attractiveness, academic quality and other KPIs of the programme using the Continuous Improvement Tool and contribute to ongoing enhancement through the Annual Programme Reports. 6. Lead and coordinate the programme response 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. 7. Respond to feedback from External Examiners and relevant Professional and Statutory Regulatory Bodies, working with the team on any necessary changes. 8. Lead the programme team's work on programme (re)design, leading into validating, modifying or revalidating a programme.

These responsibilities require a broad range of skills and knowledge, each covered by this introductory handbook which is designed to help you to get started in your programme leader role or provide a refresher if you are more experienced. The content introduces the range of responsibilities and activities encompassed in the programme leader role at Greenwich, along with practical tips and resources to support and guide you. It's been designed with reference 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



Programme Leader Skills and Knowledge



Further support and development opportunities

To take a deeper dive into your programme leader role it is recommended that you participate in the Programme 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 leadership, programme design, quality assurance, and the student journey.

SECTION 1: GETTING STARTED IN THE ROLE

It is appreciated that programme leaders come into the role with a varied range of prior experience. Furthermore, there is significant variation in programme sizes, priorities, opportunities and challenges needing to be addressed by the programme team, and in the level of handover support available from the previous programme leader. With all of this in mind, the following provides some generic tips and guidance based on common concerns and topics identified by experienced programme leaders and educational developers.

1.1 IDENTIFY KEY CONTACTS AND SUPPORT

- Ideally you will have a handover meeting with the previous programme 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 Programme Leaders in the school. 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

Resource: University of Greenwich Faculty and School based 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.

Module Leaders (MLs)

MLs coordinate the work of all staff contributing to the Module in terms of its syllabus, learning outcomes, delivery, assessment, feedback, and moderation, providing advice and support to those staff as necessary.

They work closely with the Programme Leader, APL, and module colleagues to design and deliver appropriate teaching, learning, and assessment methods for the module. They support work to alignment and cohesion across any programmes the module contributes to and attend Programme Committees Meetings (PCMs) and other meetings, as appropriate.

They are responsible for ensuring students have access to current information about the module, including the handbook and material in the VLE.

They organise the preparation and management of module assessments, including: collaborating with the school Administration team to ensure that this is carried out in line with university Assessment & Feedback Policy; collaborating with PLs to ensure the assessment schedule is manageable for students; overseeing the collection, distribution and marking of assessment materials and ensuring that work is moderated in line with University policy; ensuring that students receive marks and developmental feedback in line with the University's Assessment and Feedback Policy; attending relevant internal moderation meetings, Subject Assessment Panels (SAPs) and pre-Progression and Award Board meetings (pre-PABs).

They brief students on the purpose and use of Module evaluation (Evasys) and promote the NSS to final year students. In response to student feedback, they work with the PL and other module leaders on enhancement activities. They also support the Programme Leader and Academic Portfolio Leaders to complete the Annual Programme Monitoring process, through timely provision of module-level data and analysis.

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.

ACTIVITY: CREATE YOUR OWN KEY CONTACTS LIST

My key contacts

Remit	Contact
My Programme Team	
School 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	

1.2 GET UP TO SPEED WITH THE CYCLE OF PROGRAMME LEADER ACTIVITIES

The cycle of activities running through the academic year can provide a helpful reference for navigating the breadth and expectations of your role. It can also help you manage the challenge of information overload whilst you get settled into the role, providing a useful reference point for prioritising what you want and need to get up to speed on and when by.

The programme leader year schedule provides a summary based on the University of Greenwich academic cycle.

[Go to the academic year schedule](#)

1.3 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 programme leader role responsibilities, knowledge and skills when producing your plan.

[Personal Development Plan Template](#)

1.4 BE REALISTIC ABOUT WHAT YOU CAN ACHIEVE

Being a Programme Leader is demanding and time-consuming, but it is only part of your role. There will always be more you could do to guide and support colleagues, to enhance the programme delivery and the student experience, and to engage and work with students on the programme. With all of this in mind, it is important to pace yourself:

- Identify what you can realistically do and achieve in the time available
- Set goals and priorities for the year and regularly review these and adjust if and as needed
- Don't be afraid to ask others for help; involving and working with your programme team and professional service contacts can make the most of your combined strengths.

SECTION 2: BUILDING AND SUSTAINING COLLABORATION WITH YOUR PROGRAMME TEAM AND WIDER CONTACTS; GUIDING AND SUPPORTING YOUR COLLEAGUES (EMPOWER AND COLLABORATE)

2.1 APPROACHES TO WORKING WITH YOUR PROGRAMME TEAM

Pressing deadlines and requirements means you can quickly get immersed in the operational detail of the role. However, it is equally important to dedicate some time to your programme team. These could be colleagues you have been working with for some time, but as your role has changed it is important to establish how you collectively want and need to work together.

- Consider how you can make best use of your regular team meetings to cover both operational tasks and developmental activities. Consult the team on agenda items and options, for example, would it be helpful to dedicate one meeting a term to share practice or to progress towards a team/programme development goal?
- Agree preferred ways of keeping in touch in between scheduled meetings, for example, a Team chat channel for quick queries, check-in and to ensure everyone is doing OK.
- Plan for how you can involve external partners and stakeholders throughout the year, who may be willing to contribute but have limited time available. For example, your external examiner, employers, or contacts from external organisations who inform or contribute to your programme.
- Provide a structured approach to agreeing annual priorities with the team, and how these are going to be progressed and monitored (what, why, when, how, and who). The university Continuous Improvement Tool can provide a good basis for this work. In addition, there will be agreed School priorities and university priorities which inform this work.

2.2 DEVELOPING YOUR APPROACH AS A LEADER AND BUILDING EFFECTIVE RELATIONSHIPS

There are numerous books and articles on leadership approaches and styles, and their strengths and weaknesses for different scenarios. This is something you might like to explore further with reference to the Greenwich [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>). The framework

includes a tool to help assess your professional development needs and goals for being an effective leader: [self-evaluation tool](#).

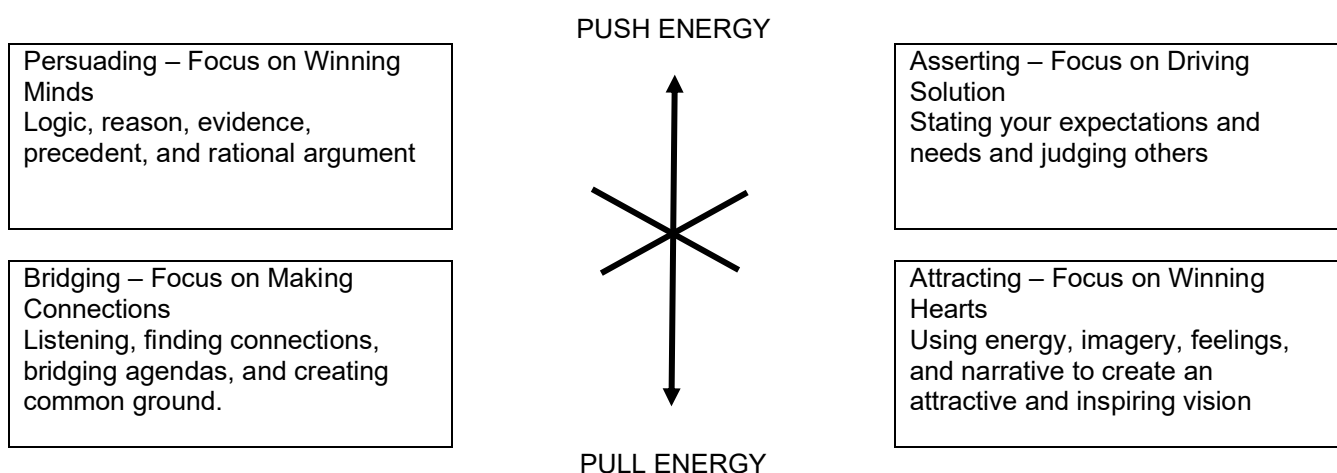
In terms of approaches to programme leadership, Doug Parkin (2017) identifies the following leadership types which could be relevant to the work you need to undertake. In practice, you might be closest to or more comfortable with one of these ‘types’ but potentially need to flex and adapt to meet specific circumstances or challenges being experienced by your programme team:

- Champion – providing inspirational, goal driven or achievement focused leadership
- Organiser – providing task-orientated or direction focused leadership (or functional management)
- Enabler – providing engagement-focused collaborative, participative or collective leadership.
- Mentor – providing coaching focused, developmental, or attuned leadership (or a coaching style of leadership).

2.3 ENGAGING AND EMPOWERING YOUR COLLEAGUES

One of the key challenges identified for programme leadership is the requirement to influence and direct colleagues without having formal line management responsibilities, both within and beyond your programme team. This means you could find it beneficial to spend some time exploring the activities you need to work on with your programme team – including routine cyclical activities alongside projects or new approaches to be introduced – and considering what approaches you anticipate could be needed to work with your colleagues successfully.

In thinking about influencing, the following model covering types of influence could be helpful:



Activity: Reflective Questions

- What sources of influence are available to you in your programme leadership role?
- What key behaviors do you find most important to model in your leadership?
- What are the key relationships that help you engage and empower colleagues, and how do you nurture and sustain these relationships?
- What approaches to relationship building and influencing do you see in other leaders that you could learn from?

Adapted from: Leading with Influence chapter (Parkin, D.2017).

2.4 SUPPORTING AND DEVELOPING COLLEAGUES

Within your programme leader activities, you will also have a role – working with others – in supporting the development of colleagues. For example, if you have a newly appointed module leader, some things you might want to consider:

- How could you help them navigate all the things they will need to know about the annual cycle of activities associated with the role, whilst also helping them to focus on key and immediate priorities?
- How might they benefit from being paired with a more experienced module leader whilst they get up to speed in their role?
- How can you ensure they have the time to engage with the module leader 101 development provision?
- How might you provide them with opportunities to reflect on what they are learning and plan and effect changes in their module?

2.5 ACTIVITY: PROFESSIONAL DEVELOPMENT

- Programme Leader 101 session 2 provides an opportunity to explore and develop your leadership approach.
- [Developing your leadership philosophy](#) (LinkedIn Learning).

SECTION 3: PARTNERSHIP WORKING WITH STUDENTS (COLLABORATE)

3.1 OVERVIEW

There is a growing body of literature and practical guidance for staff-student partnership in Higher Education. This body of work identifies a broad spectrum of activities. These run from representation and consultation – ‘Student Voice’ at one end, through to student input to inform modifications to teaching delivery – ‘Student Engagement,’ through to working collaboratively on curriculum development and enhancement projects - ‘Student Partnership.’

In terms of the drivers for staff-student partnerships working as an approach, benefits have been identified for all participants. Broadly, for students, it can foster a greater sense of belonging or mattering, offer more opportunities to work with and learn from their peers, extend their transferable skills, knowledge, and experience, and in turn increase engagement with their studies. For you and your team, it can bring opportunities to gain a deeper understanding of your diverse learners, enhance confidence in the decisions you take around curriculum design and what and how you teach, enable you to develop a learning environment and activities that is more responsive to your students motivations and ambitions, and in turn benefit from working with more engaged learners.

With respect to defining student-staff partnership, Cook-Sather, Bovill and Felten (2014, p 6-7) encapsulate it as follows:

‘[a]collaborative reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation or analysis’.

This definition recognises that participants will bring a range of experience, expertise and prior knowledge to partnership activities which have a bearing on the roles or work they can comfortably undertake. This underlines that for students, and for staff too, there can be some foundational work to do to be well prepared and ready for diverse types of activities.

3.2 TAKING STOCK OF YOUR PROGRAMME TEAM’S EXISTING PRACTICE AND EXPLORING OPPORTUNITIES FOR DEVELOPING OR ENHANCING STUDENT PARTNERSHIP

Turning to how you might approach partnerships working with your team, in practice you could find it beneficial to use a combination of activities which span student voice, engagement and partnership.

Activity: As you get started in your role it could be helpful to take some time to consider with your programme team, and with your students, the range of activities that you already use, and to consider where there could be opportunities to enhance your approach or introduce more variety.

Questions to guide this might include:

- When and how effectively do we involve student representatives in our meetings, including the staff-student committee?
- How/what opportunities do we provide for students to provide feedback in the initial stages of a module, and how do we respond to the insights provided?
- How/what opportunities do we provide for students to co-create learning activities?
- Do students have opportunities to participate in peer assessment?
- How/what opportunities do we provide for students to contribute to curriculum design?
- Does our school or faculty provide any support, including funding to enable students to work collaboratively with us on projects to enhance learning, teaching, and assessment? If so, how can we use this effectively? Given the demographics of our student body, this last point can be particularly helpful. We know large numbers work significant hours in paid employment alongside full-time studies, so they do not have capacity for voluntary activities to inform learning and teaching.

Once you have identified any activities or projects you want to extend, identify who needs to be involved, who will lead on taking it forward, any other resource implications, the timeline for development and implementation, how progress will be supported and reported. Add this activity/project to your programme team priorities and plan for the year to ensure it is built into the breadth of the team's work and your routine meeting schedule for updates.

3.3 BUILDING ON YOUR EXISTING PRACTICE - IDEAS AND INSPIRATION

To explore partnership working in more detail, the following guide and accompanying case studies produced by the University of Chester provides further ideas and examples. Note there is a growing body of literature on this topic, and it is appreciated that you might already have another go-to-source which can provide a good basis for work as your team. This one is simply highlighted as a recent example, and in the context of a university which has been implementing significant curriculum changes.

[Healey R, 2023, A Guide to Working with Students as Partners University of Chester CAID Centre for Academic Development \[accessed March 2025\].](#)

[CAID Centre for Academic Development 2023 A Guide to Working with Students as Partners: University of Chester Case Studies \[accessed March 2025\].](#)

To enhance your approach to working to enhance Student Voice, the Greenwich Student Union has produced a guide based on their experience working with students: [NSS GSU Best Practice Guide 2024](#).

3.4 NEXT STEPS AND FURTHER READING

Looking ahead, we will be providing further guidance and resources for staff-student partnership working in curriculum design and review at Greenwich, aligned with the implementation of our new Curriculum Framework.

Further reading

Cook-Saver A., Bovill C., and Felten P. (2014). Engaging Students as Partners in Learning and Teaching in Higher Education: A Guide for Faculty. San Francisco: Jossey Bass.

Healey M. and Healey R. (2019) Advance HE [Student Engagement Through Partnership: A Guide and Update to the Advance HE Framework \[accessed March 2025\]](#).

SECTION 4: CONTINUOUS IMPROVEMENT AND QUALITY ASSURANCE AND ENHANCEMENT (ASPIRE AND REALISE RESULTS)

4.1 WHAT SHAPE IS YOUR PROGRAMME IN? ASSESSING THE CURRENT PICTURE

An important part of your role as programme leader is working with the team to identify what is going well, where improvements or changes are needed and where there are opportunities to enhance provision. For example, making changes to align with new developments in the discipline or to enhance or adapt approaches to learning, teaching, and assessment to meet the evolving needs of your students or introduce innovations in assessment.

There is a regular cycle of quality assurance and enhancement activities, underpinned by student and programme data, which can help you take a structured and informed approach to assessing the health of your programme and the component modules.

Annual Programme Review

- The Annual Programme Review provides an opportunity to take a holistic view of the current performance of your programme, including what is working well and where there is room for improvement.
- To inform review, reflection and action planning you have access to current data about your programme and students including:

For undergraduate programmes:

- o December – market attractiveness, tariff, and non-continuation data
- o June – graduate outcomes data & module evaluation metrics
- o August/September – NSS metrics
- o Mid-September – progression, good honours, module pass rates and awarding gap data

For postgraduate taught programmes:

- o December – market attractiveness data (first intake)
- o June – graduate outcomes metrics and market attractiveness aggregate data (for all intakes)
- o August/September – PTES metrics
- o Mid-September – performance data

To access your data in one place, and to complete your reflections and action plan, you have access to the Continuous Improvement Tool. For a full introduction to how the tool works and further guidance for analysing and making effective use of your programme data please consult the CIT resources:

The Quality Assurance website provides guidance for programme and module management, external examiner and link tutor guidance, and information about exam boards and associated activities: [Guidance for staff | Quality Assurance | University of Greenwich](#).

4.2 STUDENT ENGAGEMENT

Student engagement with the scheduled learning activities and resources for your programme is a strong indicator that they will be able to make good progress at each stage of their studies. To support student engagement and retention, the Student Engagement Dashboard provides weekly insights into cohort-level engagement with modules and programmes.

An operational guide is available to inform and support your use of the dashboard. Key responsibilities for you include the following:

Registration changes and levels of engagement at programme and module level will be checked: 1. Prior to any Academic Programme Taskforce meeting. 2. Prior to completing the Annual Programme Review.

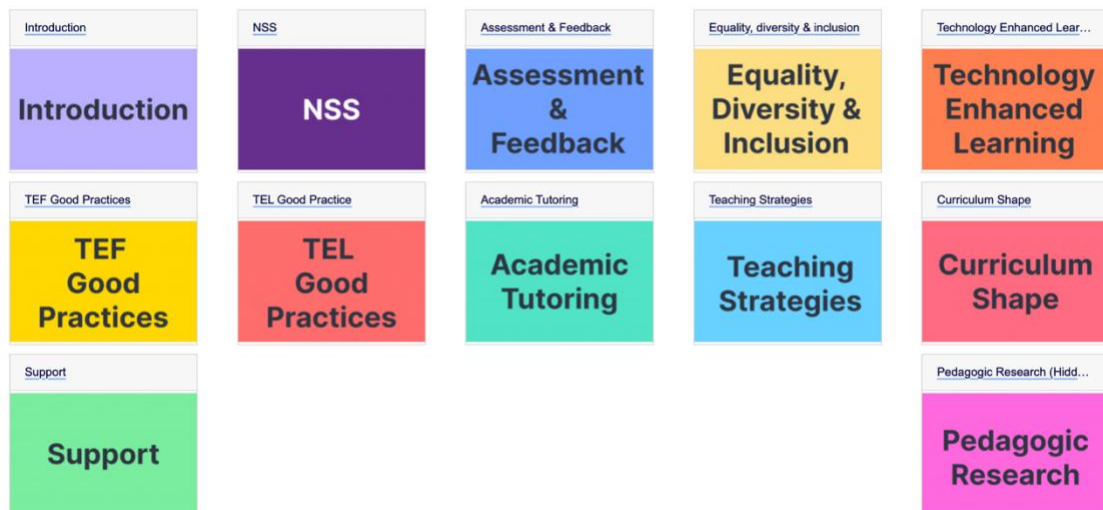
Levels of engagement at programme and module level will also be checked: 3. Prior to Programme Committee meetings. 4. When reviewing EvaSys outcomes and feedback. 4. Module Leaders Levels of engagement at the module and weekly level will be checked: 1. Prior to completing the Module Monitoring Report. 2. When reviewing EvaSys outcomes and feedback.

[Access the engagement dashboard](#)

The operational guidance is available from the portal: [Student Engagement Dashboard Guide | Documents | University of Greenwich](#)

4.2 RESOURCES TO SUPPORT ENHANCEMENT ACTIVITIES

The Academic and Learning Enhancement Service provides a suite of resources on effective practice in learning, teaching and assessment which can support team based and individual development activities. For example, if you identify inclusive practice and awarding gaps as an area to work on these materials can provide a good foundation and examples you can adapt for your specific programme context.



To access these materials, you will need to enroll on the Moodle site: [Course: Learning and Teaching Resource Centre \(LTRC\)-NB1534-2024-25 | Moodle Home](#).

In addition, ALE offers a range of synchronous learning and development opportunities each year, providing a great opportunity to learn with and from peers from around the university. Details are advertised and bookable through the horizon system, and information is also available from the [Learning and Teaching website](#).

4.3 KEEPING MOTIVATED AND BUILDING ON WHAT WORKS

It can be easy to become focused solely on the areas or aspects that are weaker and in need of enhancement. However, make sure to take the time to note and celebrate with the team the things that are going well. This provides you with a basis for sharing and promoting good practices across the team.

There is also an opportunity to think about where and how you could your good practices and examples more widely, for example, at the university's annual learning and teaching conferences – SHIFT, faculty or school events scheduled for sharing practice or through your subject networks for learning and teaching. These can be developmental opportunities for you and others in the team and will also be relevant if you are looking to build your profile and extend your reach and influence as an educator.

4.4 PROFESSIONAL DEVELOPMENT

The Programme Leader 101 Session 4 explores this topic in further detail.

SECTION 5: PROGRAMME DESIGN OR REDESIGN

5.1 GREENWICH CONTEXT

The University Greenwich Curriculum Framework and associated Assessment and Feedback policy guide the design of programmes and modules:

[The Greenwich Curriculum Framework](#)

[Assessment and Feedback Policy](#)

The design of the framework and policy is predicated on a student-centered approach, reflecting a commitment to support our students to achieve their ambitions because of, rather than despite, their diverse backgrounds.

5.2 THE GCF IN BRIEF

Graduate Attributes	We will achieve these by embedding into the curriculum
Our graduates will be: 1. Impactful and ethical agents of change 2. Active knowledge producers and practitioners 3. Competent and capable professionals 4. Real-world problem solvers	• Meaningful employment opportunities • Real-world problems • Academic & digital skills • Wellbeing

We will also revise our curricula structures to:

- Provide a firm grounding into the discipline/profession in the first year or stage of study to support successful transitions.
- Focus optional modules into levels 5 and 6 or the second stage of study where they enable specialisation.
- Make 30 credit modules the norm, with a smaller number of 15 and 60 credit modules to support breadth and depth.
- Consolidate the teaching of 15 and 30 credit modules into a single term, to enable students to better understand learning priorities and create a more coherent student experience.
- This will also better enable students to share relevant modules to support working across cognate disciplines/professions.

5.3 SUPPORT AVAILABLE TO YOU AND YOUR TEAM

To implement the framework and policy, our Curriculum Shape project introduces a structured package of design and approval support, taking you and your programme team through to the revalidation of your programme. In addition, we are implementing a new Curriculum Management Tool to improve how we manage, store, and share our programme and module information.

You will be invited to participate in the design and approval process to align your programme, following a schedule devised with each faculty. This will be a timebound activity, but the resources and guidance provided will be available for the duration as an ongoing source of advice, guidance, and inspiration whether you are developing a new programme or refining and enhancing existing provision.

The resources include a Curriculum Shape Moodle site covering essential topics for effective programme and module design, and the key themes running through the framework - academic and digital skills, wellbeing, real world problems, and employability.

[Curriculum Shape Moodle.](#)

[Curriculum Shape Briefing Pack](#)

Note, to access the Moodle resources you will first need to self-register on the Learning and Teaching Resource Centre if you haven't previously used the site.

5.5 PROFESSIONAL DEVELOPMENT

Programme Leader 101 session 3 explores this topic in further detail.

APPENDICES

A. PROGRAMME LEADER ANNUAL SCHEDULE OF ACTIVITIES

The following provides a summary of key activities running through an academic year. Some of these are not your responsibility – items highlighted in grey, or they can involve delegation and/or working with other leaders and colleagues – items highlighted in amber. The programme team meetings should run several times each year and have been highlighted in green.

Month	Action: tasks + instructions	Who
Mid-August	Confirmation and Clearing.	School Admission tutors
Start of the academic year and ongoing	Open days and offer holders' events: agree open day rota with the Programme Team. Send to School office at the start of year.	Programme Leader + Academic Portfolio Leader + team
Ongoing	General communication with students about wellbeing: organise regular Programme meetings per year of study (online meetings are acceptable), minimum two programme meetings per term per year of study. Email updates/check-ups and referrals to Wellbeing Team if needs be.	Programme Leader
Ongoing	Extenuating Circumstances: guide students who are unsure of the EC process. Write letters of support if needs be (academic tutors can do this too). Note the Faculty Student Advisors are also available to provide advice to students, and students can seek independent guidance from Greenwich Student Union (GSU) Advice Service.	Programme Leader, Academic Tutors, Faculty Student Advisers
September		
Admin week and ongoing	Programme Team Meeting: schedule a series of regular meetings (usually monthly) with the team and the Academic Portfolio Lead. Identify agenda items in consultation with the team.	Programme Leader + Academic Portfolio Lead + Programme Team
Before teaching week 1	Oversee module assessments being entered into Banner (liaising with Module Tutors)	Programme Leader

Before teaching week 1	Programme Handbooks: use the template provided for the year; update and add relevant information; upload on the Programme Moodle page.	Programme Leader
Before teaching week 1 and ongoing	Programme Moodle Page: to be updated with information for new/existing students (e.g. week 1 information/welcome messages). Update notices as and when relevant regularly throughout the academic year.	Programme Leader
First week/ Big Welcome week1	Programme welcome/welcome back meeting with each level of study - Level 4, level 5, and level 6	Programme Leader + Academic Portfolio Leader + team
September	New students allocated to Academic Tutor. Continuing students ideally continue with the AT allocated in their first year of study.	Faculty/School Administration
September	NSS results/response: Action plan; communication with team and students	Programme Leader + Academic Portfolio Lead
August/September	Evaluate External Examiner's annual report , draft response and liaise with APL and Head of School to finalise response (three-week turnaround from time of receipt).	Programme Leader + APL and Head of School
September/ October	Following Programme Assessment Boards note Programme Change forms (transfer), and Module Change forms.	Programme Leader
September/ October and ongoing	Organise group tutorial sessions/programme meetings per year of study for the year.	Programme Leader
September to October (October deadline)	Produce Annual Programme Report , using the Continuous Improvement Tool incorporating analysis of programme data; liaise with Academic Portfolio Leader and Head of School. <u>Continuous Improvement Tool (CIT) Articles University of Greenwich</u>	Programme Leader + Academic Portfolio Leader and Head of School
October		
October	Attend termly Programme Leaders meeting with Head of School and Associate Head of School for Student Success: purpose = sharing of good practice, updates, and troubleshooting	School
October and ongoing	Attend regular Subject Assessment Panels /Progression and Award School meetings for the year. Subject Assessment Panels address module and cohort standards, and Progression and Award	School

	Boards deal with individual students' progression and award decisions.	
October	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader + Academic Portfolio Lead
Start in Term 3 to have paperwork ready for October	Programme/Module Change submissions: check with the programme team for any module/programme changes. Module leaders to complete module change information, with Programme leader oversight /discuss any queries with the module leader, particularly with respect to ensuring any changes retain /align with overall programme coherence. See the Quality Assurance Team website for exact deadline each year: Guidance for staff Quality Assurance University of Greenwich. Academic Portfolio Lead and Programme Leader organise/liase with team regarding any changes to titles/arrangements/changes to assessments, etc. for next session. If applicable, need to finalise the paperwork for the October submission deadline. See the Quality Assurance Team website for exact deadline each year: Guidance for staff Quality Assurance University of Greenwich.	Programme Leader + Academic Portfolio Lead + Programme Leader + team
October - November	Check that exam scripts are on the moderation system for External Examiners and follow-up on any recommended changes dealt with by module leaders.	Programme Leader + Team
October	If changes have been made, share updated Programme handbook with external examiner(s).	Programme Leader
October – November	Programme Committee with L4, L5 and L6 Student Reps (Term 1): meet with student reps a few days before staff/student meetings for a pre-meeting to identify what works well and any issues which can be ironed out at programme level outside the school meeting. Attend the meeting with student reps. Staff-Student Committee (School level).	Programme Leaders + School
November		
November	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader + Academic Portfolio Lead
Ongoing	Interruptions and Withdrawals: these can come at any point in the year. On receipt of forms, contact the student for a discussion to assess whether they want to withdraw or interrupt. Act according to decision and process form on the portal. Note the Faculty Student Advisor can also provide pastoral support to students considering their options.	Programme Leader

December		
December	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader + Academic Portfolio Lead
December – March	Liaise on exam timetable.	Faculty + School + Programme Leaders
January		
January	National Student Survey Meetings: organise a programme meeting with L6 students to discuss NSS (discuss Likert scale, invite GSU, etc.) + send gentle reminder to level 6 until completion rate is 70% or above (ongoing).	Programme Leader + other staff members
February		
February	If term 1 Programme and Award Board takes place, organise/liaise regarding referral/deferral/other follow-ups.	Programme Leader
February-March	Module Choice exercise: liaise with students and team. Organise a programme meeting with students at L4 and L5 to discuss options available to them (modules need amending in line with new choices) and to demonstrate how to use the online system, etc.	Programme Leader
February	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader + Academic Portfolio Lead
February - March	Programme Committee with L4, L5 and L6 Student Reps (Term 2): meet with student reps a few days before staff/student meeting for a pre-meeting to identify what works well and any issues which can be ironed out outside the meeting. Attend the staff/student committee meeting with student reps. Staff-Student Committee (School level).	Programme Leader + School
February	Attend termly Programme Leaders meeting with Head of School and Associate Head of School for Student Success: purpose = sharing of good practice, updates, and troubleshooting.	Programme Leader + Head of School and Associate Head (Student Success)
March		
March	Timetabling for next academic year	PLs + Admin team

March and ongoing	Week 1 activities: Discuss with team/agree activities – feedback to admin team for timetable, etc. Finalise activities, programme before the Summer if possible or in admin week.	Programme Leader + team
March	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader & Academic Portfolio Lead
April		
April	Coordinate Term 3 tutorial sessions.	Programme Leader + team
Ongoing April, May, June	External examiner liaison: touch base during the year. Check that moderated work is up on the system and that they can access it. Ensure they can attend SAP meetings. Ongoing through year. Agree deadline with external examiner to have all material marked and moderated ready to process on their side.	Programme Leader
April-June	Organise/Liaise further academic tutorials/programme meetings with students for “what to expect next year.”	Programme leader + team
May		
May	Programme Team Meeting: identify agenda items with the team and the Academic Portfolio Lead.	Programme Leader & Academic Portfolio Lead
May	Attend termly Programme leaders meeting with Head of School and AHSS - sharing of good practice and troubleshooting, etc.	Programme Leader
June		
June	Subject Assessment Panel and Programme Award Board: check dates for these and ensure you are available. Check paperwork and ask programme team colleagues/module leaders to check their own modules.	Programme Leader (+ module leaders)
June	Between Subject Assessment Panels and Programme Approval Boards, arrange pre-Programme Award Board /Profiling meeting to check paperwork with Team– L6s are particularly important. Attend Programme Approval Board and confirm grades. Contact students who have resits and discuss options.	Programme Leader (+ team)

June	Liaise with students for referral/deferral/other follow-ups	Programme Leader
Ongoing until June	First week schedule.	Programme Leader + team
June	Send reading lists/any preparatory material (to students) for the following year.	Programme Leader
June	Start work on any changes to programmes and modules in advance of the October deadline for submission.	Programme Leader + team
July		
July and October	Attend graduation and celebrate your student's and the team's achievement.	Programme Leader + team
August		
August	Resit Subject Assessment Panels and Programme Approval Boards.	Programme Leader

B. 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?

Programme Leader Responsibilities

Overview

Programme Leaders play a vital role in the University, taking responsibility for designing and delivering high quality programmes and being the face of their programme to students, the University and the wider world. This requires you to be a motivational leader for your students and for your colleagues teaching on the programme, and to be an effective overseer of the quality processes which ensure the integrity of the provision. You will need to have a holistic view of the programme and the experience of students, which enables you to develop and maintain the academic coherence and quality of the programme with the support of all members of your programme team.

Responsible to	Responsible for	Key contacts
Head of School/ Associate Head of School and Portfolio Lead	No formal line management responsibilities. Indirect responsibilities for staff members contributing to the Programme, including module leaders.	Head of School, Portfolio Lead, Associate Head for Student Success, Associate Dean for Student Success, Faculty Senior Tutor, Faculty and School Administrators, Student and Academic Services, Library services, external contacts with an interest in the programme, such as professional and statutory bodies, employers and alumni.

Time allocation (AWP)

Details of the time allocation for Programme 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 programme 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

1. Coordinate regular opportunities for module leaders and the programme team to share practice and review the health of the programme
2. Actively promote coordinated and innovative pedagogic practices across the programme.
3. Be proactive in working with student representatives and the wider cohort to inform opportunities and activities to enhance their experience, promoting a student partnership approach.
4. Be the public face of the programme, representing it and the university to students, prospective students and external audiences.
5. Oversee the performance of modules on the programme, ensuring module leaders receive relevant support to enhance their modules as necessary.

Programme design and currency, pedagogic design and delivery

1. Lead the team's work to maintain the currency of the programme curriculum and pedagogic design, in alignment with wider strategic aims of the faculty and the university.
2. Ensure a coordinated programme-wide assessment and feedback practice in line with the University's Assessment and Feedback Policy.
3. Lead on updating programme information, including the Handbook.
4. Oversee communication with library services and other parties regarding necessary learning resources.
5. Provide guidance to new members of staff joining the programme team.

Recruitment

1. Work alongside the Recruitment team to engage with the selection of candidates onto the programme.
2. Provide support for recruitment events including open days, representing the programme and the university to prospective students.

Student induction, engagement and continuation

1. Lead the design and delivery of programme welcome activities for students, in alignment with University and Faculty plans.
2. Ensure effective support for the transition of new students and continuing students at each programme level, including alignment with the Greenwich Tutoring Framework.

3. Ensure clear communication with students about the programme and any changes.
4. Where a programme has optional modules, coordinate with module leaders to ensure students receive timely and relevant information to inform their option selection.
5. Promote a positive approach to the academic wellbeing of students, ensuring the programme team has a good knowledge of processes relating to Extenuating Circumstances, Interrupting studies, Academic Appeals etc. according to the University's regulations.
6. Liaise with the university's Academic & Digital Skills Development and Employability & Apprenticeships teams, ensuring skills and meaningful employment opportunities are embedded in the programme and students are signposted to additional development opportunities supporting personalised learning.
7. Monitor student progression and success across your programme and approve arrangements and support for resitting and non-progressing students.
8. Support module leaders to ensure Greenwich Inclusion Plans (GIPs) are implemented consistently.
9. Work with Student and Academic Services on requests for authorised absence and ensure students can catch up following a period of absence, or when they enrol late.
10. Approve and support student transfers in or out of your programme
11. Attend the graduation ceremonies for your programme

Quality assurance and enhancement

1. Proactively seek student and staff feedback and act on this to inform programme and curriculum developments, including promoting engagement with university student feedback surveys and with NSS and PTES.
2. Promote a continuous enhancement approach to programme and module delivery, working with module leaders to share and embed effective inclusive practices, and responding to performance indicators including student evaluations, pass rates and attainment.
3. Chair Programme Committee Meetings, ensuring meaningful opportunities for student feedback, coordinating actions and closing the feedback loop about changes.
4. Prepare for the Progression and Award Board, ensuring marks have been entered on schedule and being ready to present these at the meeting.
5. Monitor the ongoing market attractiveness, academic quality and other KPIs of the programme using the Continuous Improvement Tool and contribute to ongoing enhancement through the Annual Programme Reports.
6. Lead and coordinate the programme response 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

7. Respond to feedback from External Examiners and relevant Professional and Statutory Regulatory Bodies, working with the team on any necessary changes.
8. Lead the programme team's work on programme (re)design, leading into validating, modifying or revalidating a programme.

Experience and Knowledge

Core experience and knowledge	Advanced experience and knowledge
• A broad understanding and appreciation of disciplinary teaching methods, professional practice and research. • Knowledge of quality assurance, enhancement and academic standards requirements and experience of working to these expectations. • Experience of designing programmes and /or modules in alignment with subject benchmarks, university priority themes and expectations, and external partner requirements, e.g. employers and accrediting bodies. • Good knowledge of key policy issues at institutional level.	• Experienced in leading department or subject level projects and initiatives which have impacted positively on students. • Experienced in developing and implementing education or student success strategies and policies. • Track record of impacting the education and wider student experience work of others, for example through mentoring, sharing practice or supporting their training and development. • Have successfully led a programme design or redesign and validation from conception to implementation. • Good knowledge of key policy issues at institutional, national and sector wide levels.

Skills

Core skills	Advanced 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.

D. REFERENCES

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