

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
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

Note activities can evolve in line with any changes and updates to student education processes and systems.

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.