

A Quick Guide to Resources

Enhancing Programme Leadership

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Overview

The *Enhancing Programme Leadership* Collaborative Cluster brought together colleagues from across the Scottish sector and beyond to discuss evidence for enhancement from the vantage point of programme leadership. This Cluster was not only for programme leaders, but also encompassed senior leaders, educational developers, planners, those who work with learning analytics, and those in other relevant roles.

Working together and sharing expertise across the sector enabled us to better understand the diversity of approaches taken to programme leadership across our institutions, to share experience and practical resources, and to identify areas for further learning and development. Two central questions framed our work:

- What data and evidence do programme leaders routinely navigate, analyse and act on?
- How can programme leaders be better supported to use evidence and create meaningful cultures of enhancement to directly benefit the student experience?

The purpose of this guide is to showcase and share the think pieces written by Cluster participants, and to highlight resources that may be of use to programme leaders and those who support them.

The Cluster covered four key areas:

- Understanding Programme Leadership
- Exploring the evidence landscape;
- Creating cultures of enhancement;
- Enhancing support for programme leaders.

The related think pieces and resources explored here were shared through the Cluster and written by programme leaders, academic developers, and others who are invested in supporting the programme leader role.

The Emerging Scholarship of Programme Leadership

The first area of discussion for the Cluster was provoked by a think piece, *Programme Leadership: A Review of Evidence and an Agenda for Action*, written by Sam Ellis (Glasgow Caledonian University). He describes the emerging body of research around programme leadership:

The UK-wide Staff and Educational Development Association (SEDA) assembled with some urgency a volume as part of its Specials series (Lawrence and Ellis, 2018). This in-depth exploration of the programme leader role confirmed earlier





observations regarding its 'fuzzy' nature (Mitchell, 2015), the significant variations in the role both between and even within institutions, and that day-to-day leadership activities remain 'largely in the shadows' (Murphy and Curtis, 2013). This is perhaps surprising, given the linchpin status that programme leaders occupy: they largely determine the coherence of the student experience, and are often tasked with translating university policies into practice (Milburn, 2010). (p.3)

Issues in the literature around the role of the programme leader include leading without authority, role confusion, working with programme-level data, and a lack of role-specific opportunities for professional development. The identification of these issues helped to frame Cluster conversations throughout the roundtables and provided insight into what types of resources might be valuable for Cluster participants.

Defining Programme Leadership

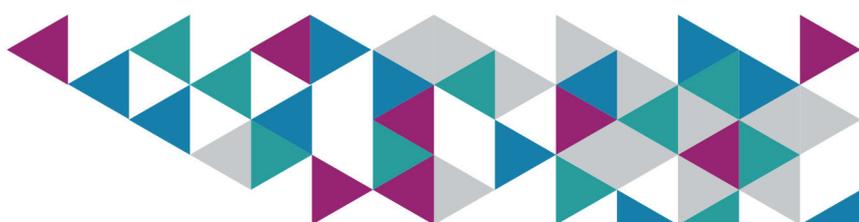
In framing Cluster conversations, the vexed question of definition inevitably arose. There are a plethora of terms being used in institutions for staff who hold this multi-module, oversight role. Across the higher education sector in Scotland a reinvigoration of programme-oriented approaches to pedagogy has led to a refocusing of attention on programme teams and programme leadership. Several different terms are used by Scottish HEIs to distinguish the programme leader role. These include programme convenor, programme director, course leader and course director. As a Cluster we settled on the shared term of Programme Leader as the common language, whilst recognising the need for some translation to institutional contexts.

Planning and Support for the Role of Programme Leader

In our early Collaborative Cluster discussions it became evident that the role of the programme leader can often be ill-defined, a catch-all position encompassing a broad and wide-ranging set of activities. This is made particularly challenging due to the lack of support and training offered to those taking on such roles. Narratives of taking on the PL mantel tended to centre on 'falling in to the role', having to take it on at short notice if a colleague left the institution, or of 'not running away swiftly enough'. The role was considered to come with considerable responsibility and workload, yet was often rendered invisible in relation to offers of practical support and training and in institutional recognition and reward structures.

Action in this area increased considerably across the Scottish HE sector over the period of the Cluster activity. Efforts are being made by a number of institutions to clarify the role, through defining or refining job descriptions and offering specific clarification of responsibilities and tasks that make up their particular programme leadership remit. For example, Robert Gordon University refreshed the role outline of their staff holding this position and explicitly integrated it into institutional reward and recognition architecture.

Edinburgh Napier University have undertaken an extensive review of their programme leader role, working collaboratively with PLs across the institution to develop an extensive checklist of tasks performed by them and mapping this to the temporal phases of the academic year. This checklist then became the basis for a toolkit of links and resources to help support PLs in navigating their role (See Appendix 1). While the resource itself was developed for particular institutional use, it has far wider application. Colleague across the sector noted its value both as a tangible manifestation of the diversity and scale of the programme leader roles and responsibilities and as a starting point for their own mapping of activities and PL-specific support and development activity.





In a similar vein, Glasgow Caledonian University created a template Programme Leader Calendar to map out and plan the academic year from the perspective of a programme leader. This simple tool was intended to facilitate conversations and support situated learning in relation to the specific programme context. Three main uses for the calendar were highlighted:

- For personal planning;
- As the basis for a discussion with a wider programme team;
- To support an incoming or relatively inexperienced programme leader.

The calendar also included a list of activities that are routinely undertaken by Programme Leaders to help initiate thinking about the pace and intensity of work through the academic year, as well as the skills that PLs will need to develop to ensure they can effectively fulfil their roles.

Tops Tips:

- Review institutional reward and recognition criteria and ensure programme leadership is appropriately positioned within these structures.
- Ensure incoming staff have an opportunity to discuss and explore their role with an experienced colleague prior to taking on the PL position. Ensure they have a clear timeline of anticipated activity, linked to specific institutional resources and support to ensure they have the tools to support students and build an effective community around their programme.
- Establish an institutional Programme Leadership Forum to encourage sharing of practice, enhance institutional visibility of PLs, and open space for individual mentoring or coaching relationships to develop.
- Build support for programme leaders into your institutional staff development offer.

A Question of Time

Underpinning, but often hidden in, discussion of programme leadership are questions of workload and how different activities are understood, recognised and valued in institutional contexts. Phil Wood (Bishops Grosseteste University) used his keynote workshop to challenge the Cluster to consider the temporal flow of programme leadership. Specifically, he noted the importance of moving from a focus on 'clock time' to a more complex and nuanced understanding of how programme leadership work is experienced in practice. Such a focus on temporality is essential to understanding the capacity individuals have to engage with different evidence for enhancement, to find space for (critical) informal communication with students and colleagues, and to plan and implement programme enhancements.





Reflecting on the Complexity of Time



Figure 1: Reflecting on the Complexity of Time (Wood 2019)

As part of these discussions, Phil introduced a simple practical tool (see Appendix 2) to help programme teams explore their work schedules and to better understand how workload and time is experienced over the course of a year. Such practical mapping sits well alongside the Edinburgh Napier and Glasgow Caledonian tools, facilitating discussion to move from programme leadership as ‘tasks to be done’ to a more nuanced understanding of work flow, intensity and density.

Top Tip

- Ensure that workload is not simply measured in terms of hours or percentage of overall time on a particular task, but mapped in terms of intensity and density across the course of the academic year. This will enable Programme Leaders and wider teams to more effectively manage resource and develop effective collaboration and sharing of tasks.

Creating an effective programme team

In addition to exploring the support required by individual PLs, the Cluster considered the wider dynamics of a programme team and the pivotal role the Programme Leader plays in creating and maintaining effective collaboration across the group. The Creating Cultures of Enhancement roundtable included a workshop facilitated by Rowena Senior (Aston University) entitled Quality enhancement, programme leaders and their teams: What can we learn from allied disciplines to develop our own academic practice? This session opened up discussion of the practical challenges and everyday pitfalls that can emerge within programme teams through an exploration of what made a group an effective ‘real team’ rather than a ‘pseudo team’. To bring this to life, participants were encouraged to map their programmes and evaluate their teams against the following criteria:





	REAL / PSEUDO CHARACTERISTICS	
Clear, shared and agreed upon team objectives	SHARED OBJECTIVES	Many different accounts of team objectives
Work in close/coordinated manner toward common goals	INTERDEPENDENCE	Work alone, separate teams, dyads, disparate goals
Team performance is reviewed and adapted	REFLEXIVITY	Occasional meetings but more habitual than productive
Members are clear on who the team comprises of	BOUNDEDNESS	Lack of clarity regarding who makes up the team

Figure 2: Characteristics of Real and Pseudo Teams (Richardson (2010) as shared by Rowena Senior at Collaborative Cluster Roundtable, February 2019)

This discussion was facilitated by groups working through a mapping template [see Appendix 3]. This allowed participants to rate their programme against the four team characteristics and to consider what attributes would be most desirable for a given programme. The ensuing discussion then enabled individual programme leaders to consider the actions they would take within their own group to enhance interaction and shared commitment to the programme enhancement agenda.

Reflecting on Cluster discussions in the thinkpiece *Creating Cultures of Enhancement: Programme Leader or Programme Manager?*, Kimberly Wilder (University of Glasgow) argued that the idea that the real team/pseudo team model may be too confining and limit the possibilities and practical pathways of action for programme teams. However, she maintains that there are key steps that programme leaders can take to create a working environment that is largely free from role ambiguity and which encourages authentic collegiality. These include coming together to decide what type of team the particular programme requires, and remembering to acknowledge and celebrate team successes alongside enhancement and learning opportunities.

Top Tip

- Create time for programme teams to meet together, collaborate and build a sense of collegiality and common purpose. Enhancement thrives in contexts where diverse voices can be heard and diverse skills and competencies appreciated and utilised.

Navigating the data landscape

One of the most challenging themes explored by the Cluster centred on navigating the data landscape. As Christine Haddow (Edinburgh Napier University) highlights, this landscape is particularly complex and challenging when viewed from the perspective of a programme





leader:

Programme Leaders must navigate the wide range of available data about their programmes, often termed 'academic analytics' (Tulasi, 2013). This information provides insight into the current state of a given programme and its students, with the potential to highlight any problems or challenges. It may include but is not limited to: National Student Survey (NSS) results, module evaluation questionnaire responses, module performance data, module leaders' end of year reports, external examiner feedback, recruitment and retention statistics, Destination of Leavers from Higher Education (DLHE) data. With existing evidence about Programme Leaders themselves highlighting that they often feel ill prepared for their roles (Briggs, 2005) it is unsurprising that this data landscape proves daunting.

While a plethora of data is available to PLs, this can be difficult to locate, navigate and turn into actionable agendas for enhancement. Indeed, as Heather Fotheringham (University of the Highlands and Islands) notes in her thinkpiece, the sheer volume of available data that needs to be negotiated and engaged with by those in Programme Leader roles can be overwhelming. In *Engaging Staff and Students with Data* she writes:

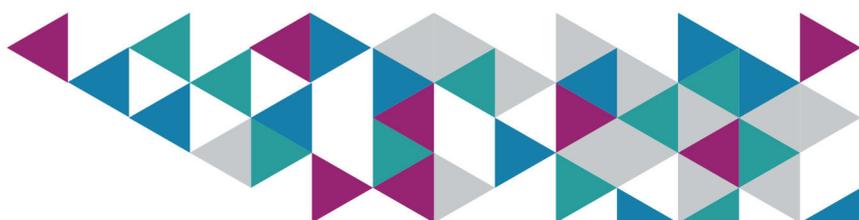
Programme Leaders are inundated with data (retention rates, pass rates, NSS results, module survey results, learning analytics) and frequently these data tell apparently conflicting stories: positive survey results for modules with low pass rates; high attrition rates for programmes who perform well in the NSS. From the vast range of available data, it is difficult for staff to ascertain whether or not a module or programme of study is going well, or requires attention; and difficult to identify which aspects ought to be focused on for enhancement.

She goes on to highlight how UHI is attempting to do to help both staff and students to 'potentially bridge the gap between the people and the data'.

This challenge was one which many institutions in the sector are grappling with from a range of perspectives and through different mechanisms. For example:

- The Scottish Planners have produced a series of resources to support colleagues across the sector to better understand the data landscape and negotiate their way through the raft of surveys, league tables and other insights into practice available. <https://www.enhancementthemes.ac.uk/current-enhancement-theme/defining-and-capturing-evidence/data-landscape-resource>
- Colleagues at University of Strathclyde conducted an audit of programme leaders' use of data sources to contribute to the review and refresh of the scheduling of the programme planning cycle. This ensured a more considered enhancement-oriented approach rather than rapid response to any one data source in isolation.
- Programme Leaders at the University of Abertay organised an annual reporting 'writing retreat', to support each other through the analysis of available evidence and the generation of their programme-specific enhancement plans

In her think piece *Student Surveys – Process to Enhancement*, Maggie King (Heriot Watt University) notes that, while many universities have redesigned their student survey and data collection and analysis process, the university 'as an organisation paid little attention to how evidence is disseminated and used at the programme level.' She calls for a greater focus on evaluating the impact of institution-wide actions to help shift the focus from planning and





process to evidencing the effectiveness and impact of change initiatives.

Insights from individual programme leaders helped ground our discussions of enhancement in the everyday realities of programme leadership and the challenges of negotiating diverse workloads, competing demands, and the navigating of the expectations of colleagues and students. Such conversations are well reflected in the thinkpiece produced by Eva Malone (Edinburgh Napier University) who considers her top five tips for successful programme leadership. These include taking time to plan for the unexpected and to have confidence (and to generate an environment of collegiality and support) to take calculated risks.

Top Tips

- Provide training and support to programme leaders as they work to understand the breadth of evidence available to them and produce their own reports and programme-specific evidence.
- Consider how institutional planning and reporting cycles are experienced by those as programme level. Explore how institutional demands align with the workflow of the wider academic year and, wherever possible, streamline and support colleagues as they work through this cycle.

Critically Exploring Student Voice

While our initial discussions in this area focused on the need for better use of evidence to enhance practice, more critical and cautionary voices also entered the conversation. For example, Stella Jones-Devitt and Liz Austen (Sheffield Hallam University) drew on the report *Use and Abuse of the Student Voice* (Jones-Devitt & LeBihan 2018) to encourage participants to think about the potential dangers of being tied to data that is uncritically led by the notion of an undifferentiated 'student voice'. They urged critical consideration of how 'student voice' is constructed and whose voices actually get amplified and acted upon. Five key areas for critical consideration and action were identified:

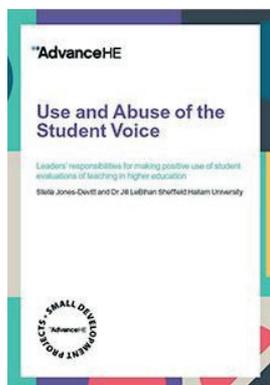
- The student capacity to evaluate teaching meaningfully.
- The potential for evaluations to be experienced as (or used as) a form of bullying or harassment.
- The dynamic created by the construction of a student as a consumer rather than as a learner.
- The impact of the evaluation cycle on an academic's professional identity and freedom.
- The meaning of the phrase 'student voice'.

The project generated a suite of practical examples and associated workshop activities to encourage institutions, teams and individuals to reflect of how they engage with and respond to different sources of 'student voice' and what that means for everyday interactions and decision-making. These activities had direct resonance for those in programme leadership roles and can be directly transferable for use with programme teams and wider institutional thinking on leadership, change and student engagement in enhancement efforts.





The full report can be found here
<https://www.lfhe.ac.uk/en/components/publication.cfm/SDP2017-05>



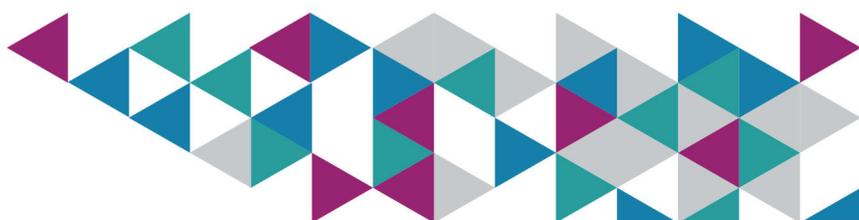
Top Tips

- Staff Student Liaison Committees offer a vital mechanism for listening to the diversity of student voices on a programme. Consider the approach taken to such a forum, ensuring that they offer space for authentic listening, engagement and action planning.
- Reflect critically on whose voices are being heard - and where particular groups of students or individuals may experience barriers to sharing their perspectives.
- Build active engagement with student voice in to the everyday practices of the programme rather than leave it solely for set-piece events and surveys.

Programme Leadership: A Call For Multi-layered Action And Engagement

Emerging from this series of discussions is a clear challenge: To ensure programme leadership is recognised across the sector for the key academic enhancement role it fulfils. This requires action across multiple layers, from individual support to institutional and sectoral recognition and visibility. Such conversations and actions needs to align and interact, ensuring efforts to define and support individuals in a challenging role are aligned with appreciation and reward for excellence in this arena. Similarly, the alignment of programme enhancement activity requires more visible exchange and dialogue with institutional process and strategic agendas. Programme action is fundamental to student experience, therefore its leaders deserve institutional and sectorial light to be shone on them.

Any change agenda in this area must extend beyond support for programme leaders in isolation. The conversations required need to encompass multiple layers of practice and ensure a diversity of student voices and staff engagement are acknowledged, supported and resourced.





Programme Leadership in Context
Spheres of influence and action

- Opening space to connect, recognise & amplify the pivotal role of programme leadership and share insight into how to harness this for institutional and sector learning & development.
- Securing institutional appreciation of the role of the programme leader and team within the enhancement process, including the multiple voices and evidence that converges at this nexus.
- Creating effective and dynamic programme teams that harness the strengths of diverse voices to support enhancement.
- Exploring the programme leader role and their position as navigator and creator of evidence for enhancement.

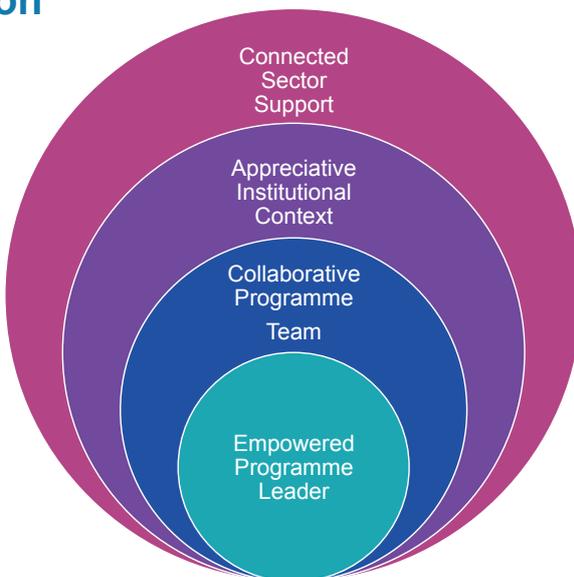


Figure 3: Programme Leadership: Spheres of Influence and Action

To support this multi-layered action, a set of key conversations were identified [See Appendix 4.]. Engaging with these themes at programme, institutional and sector level opens the opportunity to enhance the visibility of programme leaders within the enhancement landscape and highlights the urgent need for support, guidance and appreciation of those in this pivotal role.

Top Tips

- Create space for institution-wide discussion of programme leadership. Enhancing programme-based support and learning requires a whole institution process of support and development and incorporated into strategic development agendas.
- Amplify the voices of programme leaders. Ensure that programme leaders have the opportunity to meet and share practice, within their institution and across the sector.

Next Steps: From Invisible Superheroes to Key Actors in Enhancement Activity

To conclude our review of the Programme Leadership Cluster activity, we turn to a wider appreciation of the work of programme leaders across the sector. Catriona Cunningham (University of Stirling) and Kimberly Wilder (University of Glasgow) used their think piece, *Programme Leaders as Invisible Superheroes of Learning and Teaching*, to use appreciative inquiry to highlight the role of programme leaders as agents of change. They highlight particularly how programme leaders are successfully co-ordinating, supporting, supervising, managing and/or mentoring others (whether individuals and/or teams) in relation to learning and teaching. This is often, they argue, done in ways that are largely invisible – done collaboratively and seen as ‘just doing their role’. Yet it is through such informal support, making connections, and facilitating the work of others that transformative change can take place within institutions. They end with a plea “to make this impact visible within institutions





but also in the sector. We would end with this question – how can we (as academic developers / as institutions / as a sector) bring out these case studies that so powerfully illustrate evidence of the impact of Programme Leaders on learning and teaching into the light?”

Such a plea effectively captures the key refrain that has echoed through our Cluster discussions: How can we best recognise, support and empower programme leaders to use evidence to enhance the learning experience for their students? Making a difference in this arena requires consideration and action to:

- Understand the complexity of the programme leader role, its content, context and temporal rhythm.
- Ensure the landscape of evidence that programme leaders work within has sufficient sector and institutional framing, mapping and guidance around it – be that through mentoring, tailored support, or collaborative engagement to support PLs navigate the plethora of data available.
- Open space for critical reflection on evidence and the development of cultures of enhancement within programme teams rather than a metrics-only driven approach to planning and action.

We hope the resources, think pieces and examples of practice highlighted through this quick guide to the Cluster outputs provides a ‘starter kit’ for those taking practical steps to enhance support for programme teams and programme leaders.

References

Briggs, A. (2005). Middle Managers in Further Education. Exploring the Role. *Management in Education*, 15(4), 12-16.

Jones-Devitt, S., & LeBihan, J. (2017). *Use and Abuse of the Student Voice*. Report prepared for Advance HE. Available online at: <https://www.lfhe.ac.uk/en/components/publication.cfm/SDP2017-05>

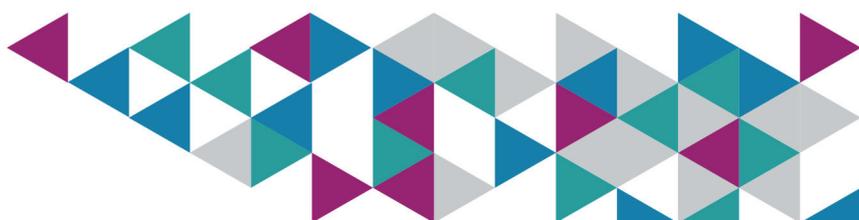
Lawrence, J. and Ellis, S. (2018, eds). *Supporting programme leaders and programme leadership* (London: Staffand Educational Development Association), SEDA Special 39.

Milburn, P. C. (2010). The role of programme directors as academic leaders. *Active Learning in Higher Education*, 11(2), 87-95.

Mitchell, R. (2015). ‘If there is a job description I don’t think I’ve read one’: a case study of programme leadership in a UK pre-1992 university. *Journal of Further and Higher Education*, 39(5), 713-732.

Murphy, M., & Curtis, W. (2013). The micro-politics of micro-leadership: exploring the role of programme leader in English universities. *Journal of Higher Education Policy and Management*, 35(1), 34-44

Wood, P. (2019). *Programme Leaders and Workload: Working in the Shadows?* Keynote workshop. QAA Scotland Collaborative Cluster. University of Abertay. May 2019. <https://www.slideshare.net/Philwood/programme-leaders-and-workload>





List of Resources Produced by the Collaborative Cluster

- Programme Leadership: A Review of Evidence and an Agenda for Action by Sam Ellis (Glasgow Caledonian University)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/programme-leadership---a-review-of-evidence.pdf?sfvrsn=97f4c381_6
- Top Tips for Programme Leaders by Eva Malone (Edinburgh Napier University)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/top-tips-for-programme-leaders.pdf?sfvrsn=fb92c781_8
- Engaging Staff and Students With Data by Heather Fotheringham (University of the Highlands and Islands)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/engaging-staff-and-students-with-data.pdf?sfvrsn=e392c781_8
- Exploring the Data Landscape from the Programme Leaders Perspective by Christine Haddow (Edinburgh Napier University)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/exploring-the-data-landscape-from-the-programme-leaders-perspective.pdf?sfvrsn=f162c381_6
- Programme Leaders as Invisible Superheroes of Learning and Teaching by Catriona Cunningham (University of Stirling) and Kimberly Wilder (University of Glasgow)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/programme-leaders-as-invisible-superheroes-of-learning-and-teaching.pdf?sfvrsn=e862c381_8
- Student Surveys – Process to Enhancement by Maggie King (Heriot Watt University)
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/student-surveys---process-to-enhancement.pdf?sfvrsn=f062c381_8
- Creating Cultures of Enhancement: Programme Leader or Programme Manager? By Kimberly Wilder-Davis (University of Glasgow)
<https://www.enhancementthemes.ac.uk/evidence-for-enhancement/optimising-existing-evidence/enhancing-programme-leadership>
- Programme Leadership: Agenda for the Year Ahead by Martha Caddell & Sam Ellis
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/agenda-for-the-year-ahead.pdf?sfvrsn=aff4c381_10
- Creating Cultures of Enhancement, Supporting Programme Leadership. Webinar presented to QAA Scotland as part of Enhancement Themes Series. November 2019. Presented by Martha Caddell & Christine Haddow.
- Presentation
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/creating-cultures-of-enhancement.pptx?sfvrsn=b30dc881_4
- Quick Start Resource
https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/programme-leadership-in-focus-quick-start-card.docx?sfvrsn=f705c881_4



A Quick Guide to Resources

Appendix 1: A checklist for Programme Leaders

This is an example of practice from Edinburgh Napier University, highlighting efforts to provide a clear sense of the dimensions of the Programme Leader role and practical guidance on where to get support for each element. [Credit: Julia Fotheringham, Edinburgh Napier University]



DLTE
Department of Learning and Teaching Enhancement

Programme Leadership

Programme Leader Operational Checklist 2019/20

Welcome to Programme Leadership at Edinburgh Napier. This important academic leadership role gives you the opportunity to make a positive difference to your students' experience.

There are some tasks that every Programme Leader has to undertake to ensure the smooth running and management of the programme, and this checklist will help you to identify most of those. But there are other opportunities to enhance the programme which are less specific and which may be unique to your skills and disciplinary context. These could include:

- developing new induction activities
- involving students as partners in curriculum design
- building connections across and beyond the university which give your students a head start in building their future careers.

Confidence and expertise in Programme Leadership takes time and experience to develop, but whatever your starting point we hope the tasks listed in this Operational Checklist will provide you with some suggestions about areas to focus on. If you are new to the role it might be helpful to locate a more experienced mentor who can further support you.

This checklist is part of a suite of resources which supports all Programme Leaders; not just those new to the role. Look overleaf for suggestions about how to use the checklist in conjunction with the *Programme Leader Resources Moodle Community*.

Common acronyms

BoS	Board of Studies
DLTE	Department of Learning and Teaching Enhancement
EMSA	Edinburgh Napier Student Association
GA	Graduate Apprenticeship
GO	Global Online
HEA	Higher Education Academy (now known as AdvanceHE)
LTAC	Learning, Teaching and Assessment Committee
ML	Module Leader
NSS	National Student Survey
PDT	Personal Development Tutor
PL	Programme Leader
PSRB	Professional Statutory and Regulatory Body
RPL	Recognised Prior Learning
SACI	School of Arts & Creative Industries
SAS	School of Applied Sciences
SEBE	School of Engineering and the Built Environment
SHSC	School of Health and Social Care
SITS	Edinburgh Napier's Student Management Database
SoC	School of Computing
SSS	School Support Services
SSLC	Student Staff Liaison Committee
TBS	The Business School
TNE	Transnational Education
QAA	Quality Assurance Agency

How to use the Programme Leader Operational Checklist

This checklist should be used in conjunction with the *Programme Leader Resources Moodle Community space* (available at <https://moodlecommunity.napier.ac.uk>) where you will find resources which will support you when undertaking the tasks outlined here.

The checklist reflects common tasks that the Programme Leader would usually undertake at key points across the academic year. The specifics of the tasks may vary depending on whether your programme is undergraduate, Masters, graduate apprenticeship, TNE or global online. Use the blank boxes to add tasks to the checklist to suit your programme's circumstances.

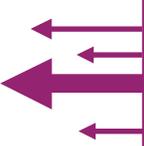
As you work your way through the tasks in the *Get to know your programme* section, you are encouraged to identify opportunities to update and enhance your programme. Some changes may require a longer lead in time than is available for this academic year, but other ideas may be taken forward in the shorter term. Please speak to your School Academic Leads or a colleague in DLTE for further advice.

Reflecting on Workload and Time



1. Begin by drawing a line for overall work intensity across a year
2. Add any lines for sub-categories you wish to add
3. Annotate/exemplify any points on the graph you think are important

Credit: Phil Wood (2019)





Appendix 3: Exploring programme team mission and mapping your programme team

[Credit: Rowena Senior, Aston University]

	1	2	3	4	5	6	7	8	9	10
Shared objectives	_____									
Interdependency	_____									
Reflexivity	_____									
Boundedness	_____									

One thing...

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Mission statement

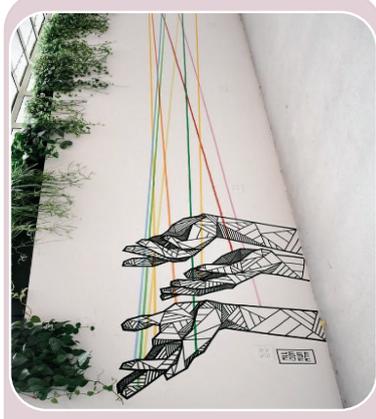
Professional
Map (my team)



A Quick Guide to Resources

Appendix 4: Key Themes and Questions to Guide Enhancement Conversations

This resource can be used as a 'quick start' for conversations about programme leadership within and across institutions. It derives from Caddell & Haddow's (2020) webinar for QAA Scotland as part of the dissemination activity from this Collaborative Cluster.



Empowering Programme Leaders

- * How is the programme leadership role constituted? What does the job description cover?
- * How is the temporality of the role recognised in workload models?
- * What data sources and evidence are PLs expected and able to access as part of their role?
- * To what extent are PLs empowered to lead enhancements in to the programme?

Strengthening Programme Teams

- * What is the expected membership and remit of a programme team? How are staff, students and other stakeholders involved in enhancement activity?
- * To what extent is the PL expected to lead or to manage the team?
- * What opportunities exist for shared exploration and / or co-production of evidence for enhancement across the programme team?

Creating an Appreciative Institutional Context

- * How is programme leadership recognised, supported and rewarded within the institution?
- * How are programme level reports, evidence and voices engaged with and responded to?
- * How is programme success celebrated and learning across programme teams shared and amplified?

Connected Sector Learning and Support

- * How is strategy and practice in relation to programme leadership shared and developed at sector level?
- * How could programme leaders be supported to share practice and exchange learning beyond their own institutional context?
- * How would we know that efforts to enhance programme leadership had been successful? How to share practice & learning?