

Common acronyms

BoS	Board of Studies
DLTE	Department of Learning and Teaching Enhancement
DL	Distance Learner
EE	External Examiner
ENSA	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 <https://moodlecommunity.napier.ac.uk/course/view.php?id=311> 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.



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.

Get to know your programme	Meet your team before the programme starts	Other ongoing aspects of Programme Leadership	First weeks of programme	Mid-point of programme's academic year	End of programme's academic year and end of trimester
Access and navigate <i>Programme Leader Resources</i> on Moodle Community 01	Ensure Personal Development Tutor (PDT) arrangements are in place for your students 15	Learn how to use COGNOS to explore how modules are performing, and to review previous student attainment and achievement data 27	Engage with start of trimester week, deliver induction, welcome students and ensure they have relevant materials 41	Use various sources to gather and review feedback from students on the programme 54	Ensure progression and award decisions are appropriate for students on your programme 66
Read Programme Leader remit and establish local Programme Leader Forum arrangements 02	Meet programme administrator and discuss arrangements and expected Programme Leader input into: <ul style="list-style-type: none"> Programme Assessment Boards Board of Studies Student Staff Liaison Committee 16	Understand the Quality Framework from the perspective of a Programme Leader 28	Respond to late arrivals and late matriculations 42	Schedule an opportunity for programme team reflection at the end of the programme cycle and a similar reflection with partners for TNE programmes 55	Liaise with programme administrator to prepare for Programme Assessment Board and subsequent Board of Studies 67
Understand the programme administrator's role 03	Request a complete list of students and their PDTs from your programme administrator 17	Understand the Professional, Statutory and Regulatory Body requirements for accreditation of the programme 29	Collect and read the <i>Rep Election Pack</i> sent by ENSA to your School Office 43	Attend and contribute to Programme Leader forum 56	Engage with module leaders' evaluative reports 68
Access and read the programme specification and update myProgramme (Programme Handbook) 04	Meet with International Recruitment School contact to discuss briefings for agents and international partners 18	Meet School Head of Learning & Teaching 30	Ensure all students are assigned to a PDT 44	Liaise with programme administrator regarding student records 57	Circulate draft Programme Leader evaluative report for feedback and discussion from the programme team prior to finalising 69
Review and update prospectus, marketing and web presence, and confirm open day arrangements 05	Schedule meetings with module leaders and other programme teaching staff to ensure programme-focused delivery 19	Work with Student Futures Employer Engagement and Placement Team to become familiar with practice on any work-based learning modules 31	Discuss TouchPoint surveys with module leaders in the programme 45	Plan induction activities for the next programme intake 58	Review programme performance against original business case 70
Review entry requirements and RPL arrangements for each year of the programme 06	Introduce yourself to students on the programme Moodle space 20	Undertake the Moodle course <i>Understanding and Applying the University Academic Regulations</i> 32	Meet with School Disability Contact to discuss student learning profiles 46	Hold a Student Staff Liaison Committee once every trimester 59	Check recruitment website and consider future year resourcing requirements 71
Understand the progression routes through the programme, module choices and options 07	Become familiar with the processes and regulations for Extenuating Circumstances, Suspension of Studies and Academic Appeals 21	Consider the core readings listed in <i>Programme Leader Resources</i> on Moodle Community 33	Meet with Student Wellbeing and Inclusion representative 47		Inform students about the results process 72
Read Programme Leader evaluative report, noting in particular the action plan 08	Update existing induction plans and welcome materials 22	Identify relevant programme-related networks across and beyond the University 34	Check with module leaders that ongoing information skills support and hyperlinks are in place for students 48		
Engage with assessment matrix in the programme specification to understand the students' assessment and feedback journey 09	For TNE programmes, contact the equivalent Programme Leader at the partner institution and schedule regular updates, calls or Skype meetings 23	Work with the Student Futures Employer Engagement team to develop employer engagement channels 35	Check with module leaders that ongoing academic and study skills support and hyperlinks are in place for students 49		
Review the most recent external examiner report and establish EE's length of service and when a new appointment is needed 10	Contact subject librarian to ensure learning resources budget, reading list materials and information literacy skills teaching are in place 24	Engage in the student admissions process as required 36	Meet with Student Futures Leadership team to discuss employability support and employer activities relevant to your programme 50		
Investigate what stage the programme is at in its five-year review cycle 11	Contact your School or subject area Academic Skills Adviser to review academic skills provision embedded in the programme 25	Liaise with the programme team on the appointment of visiting lecturers and guest speakers 37			
Understand fees, scholarship and bursary entitlements for students on the programme 12	Check what prizes and medals are available for awarding 26	For Global Online programmes, meet with module leaders and tutors to reflect on the student experience and identify enhancements 38			
For TNE programmes read the collaborative agreement, specifically Part 3 13		For Global Online programmes, undertake the Module Community course <i>Global Online Essentials</i> 39			
For collaborative programmes, establish if a first-year review has taken place and if there are any resulting actions 14		Consider ways to strengthen and extend articulation arrangements with college partners 40			