



Enhancing Programme Leadership

Enhancing Programme Leadership is an online programme designed to develop the skills and capabilities of leaders of teaching and learning in their institution at a time when they may be new to leadership, or looking to gain confidence in their leadership skills.

This virtual programme aims to support programme leaders at a time when they may be new to leadership, or looking to gain confidence in their leadership skills. It will address their unique challenges, opportunities and realities, by developing their networks and skills and providing tools to enable them to thrive in this unique role.

The programme will prompt and challenge participants to consider how they lead others, aligned with the Professional Standards Framework (PSF), in particular Descriptor 3 (Senior Fellowship).

Who is the programme for?

Enhancing Programme Leadership is designed for those who have responsibility for leading teaching and learning within their departments or divisions, but who might not necessarily have line management responsibilities. This might include (but is not limited to):

- + Programme leaders
- + Directors of learning and teaching
- + Departmental learning and teaching coordinators
- + Experienced staff with new teaching and learning leadership responsibilities.

The programme has been designed for those who have recently been appointed into a programme leadership position or those who have been in this role for some time but have had little or no previous leadership development.

Key information

Module dates:

18 April 2024

9 May 2024

6 June 2024

27 June 2024

Price:

Standard Ticket: £835

Programme duration:

Four synchronous half days and four asynchronous half days delivered online over nine weeks.



Supporting programme leaders

The role of programme leader or equivalent is a key one in institutions and can be anyone responsible for managing a degree programme including its design, delivery, and quality assurance and enhancement. These colleagues are key stakeholders in the student experience and are the key translators of policy into practice, uniquely positioned as 'change agents' for teaching and learning (Ellis, 2019; Milburn 2010).

Although Covid-19 has catalysed institutions to increase their focus on the importance of teaching and learning, such roles can often be challenging, requiring stakeholder engagement and management, managing without authority, managing (sometimes cross-disciplinary) teams, persuasion and influencing, and programme accountability. Programme leadership is also often considered a stepping stone for wider leadership roles and can be the start of a leadership journey for many, and as such Programme Leaders may not have much previous experience in leading others or the support needed to flourish in their role.



Programme delivery

Each of the four modules will involve participants engaging with the following elements to consolidate their learning:

- + Approximately 2.5 hours of asynchronous pre-session activities (for example, screencasts, articles, or undertaking a group activity)
- + A 2.5 hour synchronous online session (including 30 minutes of breaks)
- + Approximately 30 minutes of post-session reflective activity.

Why choose Enhancing Programme Leadership?

In response to feedback from the sector, we have designed this affordable and flexible programme to support those working in programme leadership roles.

This fully online programme has been developed to provide an accessible and convenient format that programme leaders (or any equivalent roles) can engage with from the comfort of their own desks and in manageable chunks of time (maximum 2.5 hour blocks).

Institutions may wish to develop a cohort of colleagues by sending 5-10 individuals on the same programme, or individuals may choose to attend the programme on a personal basis in order to further their personal and career development.



Facilitators

Dr Pauline Hanesworth

Head of Learning and Teaching,
Scotland's Rural College (SRUC)

Pauline is the Head of Learning and Teaching at Scotland's Rural College (SRUC), prior to which she spent six years as an Academic Lead at the Higher Education Academy (now Advance HE) where she led work related to equality and diversity in learning, teaching and assessment (on which she researches) and to teaching excellence. She has supported a variety of institutions, faculties, programmes and individual academics to develop their pedagogic practice and firmly believes that good learning and teaching should be equitable and challenging, well-designed and fun.

Dr Angela Vickerstaff

Principal Lecturer,
Nottingham Business School, Nottingham Trent University

Angela is an experienced academic with successes in the design and delivery of new and innovative programmes across undergraduate, post-graduate and commercial sectors. As an Advance HE Consultant, Angela has shaped the development of the Academic Leadership Programme and the new Enhancing Programme Leadership offer. This enables Angela to draw upon her experience in HE to support others in the design and implementation of enhancement initiatives across the sector.

A Principal Lecturer in the Marketing Department in Nottingham Business School, Angela currently works in the Quality and Accreditations team leading projects such as the Business School Impact System and Assurance of Learning. Previously Angela worked as a Learning and Teaching Consultant at Nottingham Trent University developing bespoke support for learning and teaching across the institution. This covered a wide spectrum from those new to teaching in UKHE to those applying for Fellowship and Senior Fellowship (awarded by Advance HE).



An engaging and insightful programme for developing practice and networking connections. I think this programme would be very useful for anybody in a programme manager role, but I have particularly valued the opportunity to complete this course early on in my career as I feel much better prepared and more confident in tackling the challenges it brings."

**Ellie Thorogood
Lecturer (HE Equine)
Hartpury University and
Hartpury College**



Programme structure

Participants will:

- + Consider and critique different leadership approaches, reflecting on the implications for their practice.
- + Explore the changing context of HE, analysing the role of key stakeholders (with a focus on Students as Partners).
- + Analyse Learning and Teaching challenges and generate solutions to bring about change in the short and longer-term.
- + Network with cross-institutional colleagues to explore strategies for 'positively enhancing the Student Experience' within the constraints of their context and role.
- + Articulate their vision for positively leading change in learning and teaching at their institution.

Module One

Contextualising Leadership

The overall aim of this module is to enable participants to understand their individual leadership contexts and challenges. Participants will explore the nature of academic leadership; reflect on different leadership models and how they might be applied to different academic situations; and consider the nature and composition of networks needed to succeed in their roles. By the end of the module, participants will be able to:

- + identify their expectations for the programme, and explain what they will bring to the course
- + describe their own approach to leadership, contextualising this within general theory and the academic sphere
- + identify their leadership contexts and challenges, exploring commonalities with other EPL participants
- + discuss leadership theories and models, considering their own leadership contexts and how the theories might (and might not) be applicable
- + identify routes for building their professional networks to support their personal and professional development.

Module Two

Engaging Stakeholders (with focus on Students as Partners)

Module Two will explore the changing context of HE, analysing the role of key stakeholders (with a focus on Students as Partners). Participants will consider two examples of change within their own institutions and explore the importance of engaging students. By the end of the module, participants will be able to:

- + identify drivers for change within HE
- + analyse stakeholders and discuss strategies for influencing and working with them
- + evaluate the rationale for, and the benefits of, involving students
- + explore approaches, creative ideas, opportunities for involving students
- + identify resources to continue your thinking and reflections.



Module Three

Turning Problems into Opportunities (doing things differently)

Module Three will explore how to analyse learning and teaching challenges and generate solutions to bring about change in the short and longer-term. Participants will be asked to submit a challenge they are facing in their own programme leadership, which will be used as a resource to demonstrate working with the tools and techniques, practicing leading and working with others through challenges. By the end of the module, participants will be able to:

- + articulate your emerging programme leadership roles and challenges
- + analyse a learning and teaching problem, identifying enablers and barriers and/or reframing problems as opportunities
- + select from a range of tools and techniques to generate a variety of potential solutions
- + appreciate how as a programme leader you can use enablers to effectively make things happen differently, over both the short and longer term.

Module Four

Leading without Authority (the Importance of Influencing)

A leader is often required to influence others from a position without authority. Such influencing becomes a skill, one that is context and audience specific. In this module, we will explore the theories and skills behind influencing others, considering what this means in practice, particularly in relation to the academic world, and what this means for our own leadership challenges and role as programme leader. By the end of the module, participants will be able to:

- + critique theories around influencing others, considering their appropriateness for the academic sector
- + implement influencing skills, choosing which skills to use in differing scenarios
- + describe their own approach to influencing, considering how to adapt their influencing style to differing contexts and for different audiences
- + relate the theories and skills behind influencing to the academic sphere, exploring influencing approaches for their own leadership challenges.



Want to find out more
about Enhancing
Programme Leadership?

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🖱️ www.advance-he.ac.uk/epl

