



University Workload Handbook 2024-25

Introduction

This handbook outlines the workload process and timeline including -

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Workload Allocation Process

We will continue to work within the national contract stipulation that “Your formal scheduled teaching responsibilities should not exceed 18 hours in any week or a total of 550 hours in the teaching year”.

Line managers will have individual workload planning meetings with their staff to agree teaching allocations, with these to be completed by end of May 2024.

Allocations are subject to review and adjustment during the year – for example during the recruitment cycle as cohort sizes become clearer or if changes occur within the academic team (e.g. new projects are won or colleagues leave or are unexpectedly absent).

Workload Guidance sent out to HoD/DHoS	Faculty Registrar	Week commencing 25 th March 2024
Line Manager will upload individual staff workloads to Faculty Spreadsheets - Completed by:	Head of School / Deputy Head of School	20 th May 2024
Summaries presented to Faculty Executive Board	Heads of School	29 th May 2024
Publish Summary of Workload	Faculty Registrar	3 rd June 2024
Mid cycle review	Head of School / Deputy Head of School	31 st Jan 2025

Academic Calendar and Annual Leave

The University Academic Calendar has already been published on the University webpages.

[University Academic Calendar](#)

There is no absolute right to take leave at any given date but we recognise that there are obviously popular times. Holiday approvals will need to be in agreement with the line manager and will be subject to operational requirements and departmental staffing needs. This will require co-ordination of leave to ensure that there is sufficient representation to ensure the department has cover for its activities when the University is open, including over the summer period. **All leave requests must be entered into the Agresso system and approved by the relevant line manager before the leave is taken.** You can find guidance at this link <https://www.wlv.ac.uk/staff/services/agresso-system/absence-entry-for-agresso/annual-leave/>

Workload Allocation 2024-25 Academic Year

The online workload allocation model relates to the following elements:

- a) Scheduled Teaching and teaching-related preparation and marking (TRPM)
- b) Self-Managed Research and Scholarly Activity (SMRSA)
- c) Specific Research Activity (SRA)
- d) Third Stream Activity (TSA)
- e) Pedagogic Research and Development (PRD)
- f) Staff Development for New Starters (SDNS)
- g) Personal Tutor Allocation (PTA)

- h) Academic Administration and Management (AAM)
- i) Non Specific Duties (NSD)

The precise proportion of time an individual devotes to each of these activities is dependent on the individual contributions that each academic makes to the Faculty's objectives. Over time this will change. Individual workloads will be discussed and agreed with line managers to ensure that there is alignment to the Faculty's priorities.

Scheduled Teaching and teaching related preparation and marking (TRPM)

The scheduled teaching allowance is doubled to allow for Teaching Related Preparation and Marking, in addition to actual contact time.

For example, for a 20 credit module:

48 hours of teaching time are allocated to the module per 30 students.

For every student above 30 hours, an additional 1.6 hours is added to the module.

The total module hours are then distributed between the module team.

Each member of staff that is allocated 1 hour of teaching from the total module teaching hours will also get 1 hour for TRPM

SMRSA

The policy on SMRSA has been updated to reflect Vision 2030.

Specific Research Activity (SRA)

Specific research activity is in addition to SMRSA see tariff below

Third Stream Activity (TSA)

Third stream activity relates to income generation and externally funded activity. Funding may be available through individual efforts, or through working as part of a group, on a project. All projects should ultimately be approved by the relevant Associate Dean / Head of School, and should be fully costed.

Where it is known that staff will be involved in TSA (i.e. projects are scheduled to take place and contracts are in place) during the workload planning process then this should be included in the workload. However, often TSA develops outside of the workload planning process, once the academic year is underway. This work needs to be authorised by Head of School/Institute, normally, wherever possible spare resources within the department should be deployed to release the staff member to deliver TSA.

Any spare capacity staff have on their workload after teaching and research allocations have been agreed should normally be allocated to contributing to third stream activity, with defined activities and outcomes identified.

Pedagogic Research and Development (PRD)

PRD is allocated inter alia for successful UoW internal / HEA bids or projects; key proposer for new developments, school based pedagogic projects etc. This includes CPD work undertaken by staff outside the allowance, e.g., in order to retain professional accreditation.

Staff Development for New Starters (SDNS)

Wherever possible, staff will be recruited with previous HE experience and a teaching qualification.

Special arrangements will be made for new starter in HE in recognition of their need for additional preparation time and to encourage further professional development by the completion of higher academic awards.

For staff who are new to HE they will receive an allocation of 200 hours in year 1 and 100 hours in year 2. Additionally, they may also be eligible for hours to follow an approved programme of study leading to a higher degree (Taught Masters, MPhil or Doctoral).

Personal Tutor Allocation (PTA)

All staff who are allocated personal tutees will receive a PTA allowance of 3 hours per student, students should be assigned a Personal Tutor with cognate subject experience. Each student will be allocated a Personal Tutor via evision following enrolment. The process follows the University's Personal Tutor Policy.

Academic Administration and Management (AAM)

All academic staff will engage in some administration and management. Commitment will vary according to the individual's responsibilities.

UW11 academic leadership posts (Principal Lecturer)

A maximum of 600 hours, at the discretion of the Dean, for Head of Department or Deputy Head of School roles. In exceptional circumstances and with the explicit approval of the Dean of Faculty the maximum may be exceeded for exceptionally complex or demanding roles.

Thematic cross faculty Principal Lecturers hours to be agreed by HoS/Dean of Faculty; baseline of 400+ hours

In addition to the core allocation of hours reflecting the primary function of their employment, there will be an expectation that a significant contribution to teaching is made by all academics at UW11 irrespective of the nature of the role.

Course leadership/Programme leadership allocations are banded according to course size in terms of student numbers. Some administrative and management tasks have University allocations, others will use the faculty allocation available in the workload document.

Non Specific Duties (NSD)

As implied, this allowance covers non-specific duties. Each individual will need to discuss and agree with their Head according to activity undertaken. All staff will receive a minimum of 100 hours (pro rata), and this should not detract from the individual's capacity to teach, research and fulfil essential duties contained in the other categories. The minimum allocation should enable staff actively to contribute to the operation of the faculty and be seen as fulfilling their minimum professional requirements.

The following is not prescriptive list of activities but gives an indication of activities that would fall under this tariff

- attend Faculty and relevant subject group and course meetings
- be a member of one Faculty committee (excluding department and subject committees)
- attend assessment boards and undertake related activity
- attend at least 1 graduation event
- attend at least one open day (programme leaders/course leader would attend all appropriate open days for the courses they lead)
- provide departmental cover for sickness and during student vacation period Hours above the minimum are set out in the workload tariff document and prorate to FTE.

Teaching Related Admin

TRA covers the administration associated with your own teaching and includes (for example) module guides, processing registers, entering grades, module evaluations, module requirements.

All staff receive a maximum of 75 hours (for staff who are part time this will be pro rata) for which they are required to:

- prepare and contribute to module evaluations, reports and undertake reviews, as appropriate
- internal moderation of student work
- attend examination boards
- prepare and update module guides; monitor and report student attendance
- provide module information for timetabling requirements
- input into Academic Enhancement and Continuous Monitoring Plans

Principles for 2024-25

Lecturer / Senior Lecturer

Core business	Teaching, Scholarship and Professional Practice	Teaching and Research
Teaching	Maximum 550 hours teaching across the academic year	
Teaching related preparation and marking	For each Formal Scheduled Teaching Hour a matching hour for academic preparation and marking will be allocated 1:1 ratio of teaching and preparation for up to 30 students (1.6hrs provided per additional student for a module that has over 30 students)	
Teaching related administration	A maximum of 75 hours	
Non-specific duties	A minimum of 100 hours	
Self-Managed Research and Scholarly Activity	180 hours (pro rata for fractional staff)	
Additional research allocation	N/A	Agreed banding for SRA

Faculty Workload Guidance – 2024-25

<p>Teaching allocation and TRPM</p>		<p>Notes</p> <ul style="list-style-type: none"> □ For the teaching allocations set out below, for each hour allocated 1 hour TRPM is given. Therefore for 1 hour teaching/supervision 1 hour TRPM is allocated (1+1 model, in line with the University’s Guidance on Workload Allocation and the Management of Performance V10.2 3 March 2005). □ 8 Hrs Resits support per module □ Teaching allocations normally will be based on iterations of 30 (there are exceptions). □ The time allocation “budget” will be split by the teaching team, agreed by Head and entered on individual workload □ Module delivery must be delivered in line with validated documentation and agreed teaching allocation. □ Teaching tariffs apply to UK based on-campus teaching and flying faculty only; TNE by supported delivery is included under TSA. □ The allocation for moderation of external accreditation modules is also included under TSA. □ The allocation for distance learning modules is 25 hours (plus 25 hours TRPM) in line with the University agreed allocation based on a cohort of 30 students.
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Head of Department/Deputy Head of School is responsible for categorising modules and allocating the workload allowance amongst the module team. Assumption being that in most cases the allowance will go to the module leader where they normally have responsibility for creating and distributing learning resources to team.

1:1 ratio of teaching and preparation for up to 30 students
 (1.6hrs provided per additional student for over 30 students)

Standard Modules	Module	Teaching	TRPM
Undergraduate	20 credit	48	48
Undergraduate	40 credit	96	96
Undergraduate	60 credit	144	144
Postgraduate	20 credit	30	30
Postgraduate	40 credits	60	60

Undergraduate Supervision (Actual timetabled contact time for each research methods workshop if required plus supervisory hours per student as below)

- Standard (no supervisory presence during data collection)
- Enhanced (supervisory presence during data collection on a group basis or a requirement to train students in a particular technique)
- Exceptional (supervisory presence during data collection on an individual basis)

Undergraduate Module Credits	TRPM
20	4
40 standard/enhanced/exceptional	6/7/8
60 + 180 Standard/enhanced/exceptional	9/10/12

Postgraduate Module Credits	TRPM
60 Standard/enhanced/exceptional	9/10/12
40 (independent study)	7/8/9

- Practice based dissertations with studio or lab requirements – as validated

Specific Research Activity	SRA	<p><u>Placement Supervision – as validated</u></p> <ul style="list-style-type: none"> • UG/PG Placement Module supervision ○ Supervision – 1 hour per student • Interpreting Placement Module; 7 hours per student <p><u>Doctoral Supervision</u></p> <p>The total allowance per FT Doctoral student is 60 hours (30 teaching and 30 TRPM) for the team. Allowance will depend on make-up of supervisory team.</p> <p><u>Typical allowances</u></p> <ul style="list-style-type: none"> • Full-time Director of Studies: 20 • Full-time Doctoral Second Supervisor: 10 (split if there is a third supervisor) • Part-time Doctoral Director of Studies: 10 • Part-time Doctoral Second Supervisor: 5 (split if there is a third supervisor) • Doctoral APR: 3 hours per assessor (made up of: 2.5 hours preparation and administration and 30 minutes meeting with the student) <ul style="list-style-type: none"> • Professor – 800 Hours • Reader – 400 Hours • Lecturer/Senior Lecturer on Research and Teaching contract - 180Hours • Associate Professor: 200 Hours (flat rate) • Research Centre Leadership 100 Hours • REF UoA coordinators – up to 100 hours
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Self-Managed Research and Scholarly Activity	SMRSA	180 hours for L/SL/PL SMRSA is not part of senior post holders, Professors and Associate Deans and above contractual conditions
Third stream activity	TSA	Staff will need to gain Head of Schools agreement before committing to undertake externally funded project work via the Research and Enterprise Bidding Process. Hours for leading bids will be awarded dependent on the scale of the bid and degree of involvement, and must be agreed in advance by the Head of Department and the relevant AD. <ul style="list-style-type: none"> • TNE/FE LINK Tutor Hours: Standard 50 hrs per partner • Module leader on TNE modules: 10 hours per module (where the ML is required to provide learning resources, populate VLE, moderate work etc). • Flying faculty delivery is treated as normal teaching
Staff development for new starters	SDNS	Staff new to HE and who are required to complete the PGC HE will be allocated 200 hours in their first year of teaching and 100 hours in their second year. New staff who are experienced in HE but who are required to complete a PGC HE will be allocated 100 hours in their first year.
Personal tutor allocation	PTA	For personal tutoring - 3 hours per student

<p>Academic, administrative and management</p> <p>Part A</p> <p>University Allowances</p>	<p>AAM Part A</p>	<p>A maximum of 600 hours, at the discretion of the Dean, for Head of Department or Deputy Head of School roles. In exceptional circumstances and with the explicit approval of the Dean of Faculty the maximum may be exceeded for exceptionally complex or demanding roles.</p> <p>Thematic cross faculty Principal Lecturers hours to be agreed by HoS/Dean of Faculty; baseline of 400+ hours</p> <p>In addition to the core allocation of hours reflecting the primary function of their employment, there will be an expectation that a significant contribution to teaching is made by all academics at UW11 irrespective of the nature of the role.</p> <p>Allocated hours take account of role-based meetings and committee membership. Role descriptors are appended to the handbook for relevant roles</p> <p>Programme Leader role (see role descriptor attached at end of handbook)</p> <ul style="list-style-type: none"> • <=50 students - 75 hours (50 + <= 0.5 per student) • >50 students - 75 hours + additional 5 hours per each 1-10 additional students (e.g., 55 students = 80 hours, 78 students = 105 hours) capped at 400 hours <p>Apprenticeship Programme Leader role (see role descriptor attached at end of handbook) – 200- 400 hours dependant on numbers.</p> <ul style="list-style-type: none"> • Year/Level Tutor – up to 75 hours • Module leadership (per module) o 1 - 199 students - 20 hours ; 200 - 299 students - 30 hours ; 300+ students - 40 hours • Apprenticeship Programme leader allowance can be for a large programme or a cluster of programmes
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<p>Academic, administrative and management</p> <p>Part B</p> <p>Faculty Allowances</p>	<p>AAM Part B</p>	<p>Observation of Teaching Scheme (OTC): Allocation to Observers</p> <ul style="list-style-type: none"> • 3 hours per observation • 6 hours initial observation training • 3 hours per subsequent year ongoing continuing professional development activity <p>Up to 150 Hours for</p> <ul style="list-style-type: none"> • Postgraduate Research Tutor <p>Other duties may be allocated hours with the agreement of the Dean and with the recommendation of the relevant AD or Head</p> <p>School Inclusivity Lead – 100 hours (see role descriptor attached at end of handbook)</p> <p>School/Faculty Employability lead – 100 hours</p> <p>School/Faculty Recruitment and Alumni Lead – 100 hours</p>
<p>Teaching related admin</p>	<p>TRA</p>	<p>75 hours</p> <p>Attend relevant examination boards; prepare module evaluations, reports and undertake reviews, as appropriate; input student grades; prepare and update module guides; monitor and report student attendance, undertake assessment moderation, etc.</p>
<p>Non-specific duties</p>	<p>NSD</p>	<p>Minimum of 100 hours</p>

Additional allowances outside this list for specialist Faculty work may be given by permission of the Dean.

Workload Review

Upon completion of all workload planning the faculty will publish the completed workload worksheet, by the agreed deadline highlighted above, to an accessible sites i.e faculty teams channel.

As staff workload can change throughout the academic year, line managers should work with their teams to review allocations. This review must occur at least once/academic year, in line with agreed review deadlines.

For any individuals with concerns regarding their workload allocations in the first instance should attempt to resolve these with their line manager, upon publication or formal review of the workload allocation.

Should issues remain unresolved then an individual can request their workload concerns be reviewed by the Faculty's Workload Review Committee (WRC) (which will comprise the Dean, an Associate Dean/Head of School, a member of the professoriate and a Faculty University and College Union (UCU representative)).

As a pre-requisite to be eligible to have their issues considered by the WRC, any staff member who objects to their planned workload or any proposed changes **must first have exhausted negotiations on the subject with their immediate line management**. Line managers must respond within 10 working days of an objection being lodged.

In lodging their objection to the WRC, staff must provide the committee with a brief written note summarising two main areas:

- The main points of contention regarding the workload
- The explanation and response that line management has so far provided.

The written objection should be submitted to the Faculty Registrar. Contact details for the Faculty Registrar will be shared at time of publication.

Once this written submission has been provided to the WRC, it will ask the relevant line manager to provide brief written comments or explanation on the points raised. Once this is received, the committee will then arrange a meeting as soon as possible and seek to reach a decision based upon the written detail. If this is not possible then the committee can reconvene with both parties present in order to resolve the matter.

A brief written record of each case summary and decision will be maintained by each WRC and used as reference material to inform future considerations and decision making. In this way WRC will maintain a visible and consistent basis of principles that inform their judgement and decisions university-wide.

Appendix 1: ACADEMIC STAFF WORKLOAD ALLOCATION FORM 2024-25

Name:

FTE:

Department:

Head of Department/Deputy Head of School: *Please refer to the published tariffs when completing*

Please accurately complete the following form to record your predicted/actual:

1. Formal Scheduled Teaching (max 550 hours)
 2. Teaching-Related Preparation and Marking (1 hour for every hour of teaching)
 3. Self-managed Research and Scholarly Activity (180 hours)
 4. Specific Research Activity (with objectives and specified measurable outcomes)
 5. Third Stream Activity (with objectives and specified measurable outcomes)
 6. Staff Development for New Starters as per guidance
 7. Personal Tutor Allocation (3 hours/student)
 8. Academic Administration and Management
 9. Teaching-Related Administration (up to 75 hours)
 10. Non Specific Duties
 11. Summary
- ***To be completed by each academic member of staff in conjunction with your Head of Department.***
 - ***Heads of Department are the resource managers and should agree teaching workload with all members of the department including PLs and Professors. Where a role has hours allocated these will be reflected as agreed by the Dean or relevant Associate Dean.***
 - ***The documentation will be presented to Faculty Executive to scrutinise for equity and coverage of a balanced workload.***
 - ***The balance between and inclusion of the elements listed above will depend on the role of the individual member of staff.***

1 – Scheduled Teaching

This section refers to all scheduled teaching. Please read the following guidance carefully before completing the section.

- 1(a) Record module title and code.
- 1(b) Record the number of times the module occurs each year you teach on it e.g., if the module is run twice during the year but you are involved only in one iteration, please only record 1 in this column.
- 1(c) Include only modules where teaching takes place; supported delivery for TNE is reflected in Third Stream Activity
- 1(c) Record the semester/s during which you will be involved in teaching the module.
- 1(d) Record the pattern/breakdown of hours you will teach per iteration e.g. 12 wks x 1hr

1(e) Record the total hours you will teach on each module per iteration (summary of hours detailed in 1(d))

1(f) Record the number of teaching hours that you will be undertaking for the module per annum, i.e. this should equal (b) x (e).*

Module teams to meet and agree allocation of hours across the module based on expected student numbers used in timetabling.

(a) Module details		(b) Number of Iterations per year to which you contribute teaching	(c) Semester(s) in which you will be involved in teaching the module	(d) Breakdown of hours you will teach per module per iteration	(e) Total number of hours taught by you per module per iteration	(f) Total Number of Hours <u>per</u> <u>Year</u> taught by you (b) x (e)
Code	Title					
<i>Example</i> 1AB023	<i>Module X</i> Title of Module	1	<i>Sem 2</i>	12wks x 2.5hrs	30	30
Total Number of hours taught per annum.						

2. Teaching-Related Preparation and marking (1 hour for every hour of teaching)

3. Self-Managed Research and Scholarly Activity (180 hours pro rata)

Title of Activity (as agreed at appraisal)	Objectives (as agreed at appraisal)	Measurable Outcomes (as agreed at appraisal)	Hours agreed

4. Third Stream Activity *To include all TNE supported delivery – see part B below*

Part A- Commercial Projects

Title of Activity	Income predicted/ Actual	Objectives	Start & End Date of Activity	Measurable Outcomes	Hours agreed (in line with project costings)

Part B – TNE

Module code and title	Partner name	Hours agreed (see published tariffs)

5. Staff Development for New Starters (see published tariff)

Category of new starter	Hours agree

6. Personal Tutor Allocation (3 hours per student)

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7. Academic Administration & Management (see published tariff)

Title of Activity	Hours agreed

8. Teaching-Related Administration (75 hours pro rata)

9. Non Specific Duties (100 hours plus additional set out below pro rata) (Refer to published tariff)

Title of Activity	Hours agreed

10. Summary (to be completed with line manager)

Annual Hours*	STH	TRPM	SMRSA	SRA	TSA	SDNS* *	PTA	AAM	TRA	NSD	TOTAL
1597.5											

*pro rata for fractional posts

**new starters only

Signed _____

Date _____

HoD/DHoS Signed _____

Date _____

SCHOOL INCLUSIVITY LEAD ROLE

Introduction

The role of the Inclusivity Lead is strategically aligned with the UoW strategic vision 2030, our Access & Participation Plan, Race Equality Charter, Athena Swan initiatives and the guiding principles of the Disabled, BAME and LGBT Staff Networks.

A key intention behind the Inclusivity Lead role is to distribute ownership of inclusivity across the university and improve communication between the academic Schools and professional services on inclusivity related issues.

Inclusivity Leads will be familiar with Equality legislation, including the 9 protected characteristics, UoW equality values and objectives as well as the UoW Inclusive framework for curriculum design and delivery.

The Inclusivity Leads will be expected to promote all aspects of inclusivity within academic Schools, ensuring staff and students are aware of their responsibilities and that the Faculty Equality, Diversity and Inclusion (EDI) committees are kept updated in such matters through regular updates.

Person specification

- A passion to promote inclusivity both within an academic School and more broadly within the UoW community
- A non-judgemental attitude and willingness to listen to others
- A commitment to participate actively in the role by attending relevant meetings, contributing ideas and getting involved in inclusivity initiatives.
- Effective communication skills

Specific tasks of the Inclusivity Lead

Inclusivity Leads will contribute to the creation of an inclusive, accessible and healthy culture by:

- Raising the profile and awareness of inclusivity among staff and students
- Working with colleagues to fully embed the Inclusive framework for curriculum design and delivery in their School disciplines
- Monitoring their Schools' progress towards meeting APP targets against key metrics and indicators.
- Having an oversight of inclusivity related projects /research in their schools.

- Regular attendance at UoW Inclusivity work-stream and faculty EDI Committee meetings and provide timely updates on activities relating to inclusive practice within their Schools.
- Providing guidance to staff seeking information on matters relating to inclusivity and, where needed, signposting to the relevant department/personnel/webpages.
- Working with other Inclusivity Leads to monitor the progress and assess the impact of interventions undertaken within their Schools to meet APP targets.
- Working with colleagues to share good practice via the quarterly Inclusivity newsletter and annual Inclusivity conference
- Connecting with other Inclusivity Leads to offer support and share good practice

Responsibilities of the University of Wolverhampton

- To provide Inclusivity Leads with relevant and appropriate training/support to enable them effectively undertake the role.
- To provide a sufficient time allocation (**100 hours for School Leads**) to progress inclusivity developments/actions in recognition of the additional workload required to make a success of the responsibilities.

Apprenticeship Programme Leader – UW10 or above (200-400 hours depending on size of apprenticeship programme)

The Apprenticeship Programme Leader will work in a matrix structure with the Associate Deans and School Management Team to deliver an excellent apprentice experience on the specified apprenticeship programme

Typically, the Apprenticeship Programme Leader will be at a grade 10 and does not have line management responsibilities. There may be some instances, however, where the nature of the discipline and resulting School structure means that it is carried out by a PL and so include line management responsibilities. The exact nature of responsibilities may vary with regard to achievement and maintenance of PSRB accreditation depending on complexity and risk and monitoring. If these are managed by another member of the School this should be recognised in corresponding workload allocations

Responsibilities

- To deliver at programme level the University's vision to transform the leadership and workforce of our Place through inclusive student success and world-class research.
- Take responsibility of the management of apprenticeship programmes to ensure these meet the objectives of the University and all apprenticeship compliance, monitoring and requirements of the Education and Skills Funding Agency (ESFA), Institute for Apprenticeships & Technical Education and Ofsted.
- To be responsible for providing an excellent apprentice experience throughout the programme.
- To be responsible for coordinating the apprenticeship programme's recruitment, application process, WBL (work -based learning), employability, careers information and guidance, student/employer engagement, apprentice attendance, monitoring of 20% OTJ requirements and compliance, progression and outcomes (for both the degree, apprenticeship end point assessment).
- To work with relevant module leaders, personal tutors and, where appropriate year tutors to develop a team and consistent approach for all apprenticeship requirements and programme delivery.
- Contribute at programme level to meeting APP targets and external and internal metrics for apprenticeships e.g., Quality achievement rates, employer and apprentice surveys, transfers, timely reporting of break in learning and withdrawals.
- Co-ordinate the work of others to ensure high quality WBL (work based learning) is delivered to apprentices on all programmes in order to provide a consistently excellent apprentice experience and compliance.
- To lead programme level engagement with external stakeholders, including PSRBs and apprentice alumni for purposes of programme enhancement. Work with the University Apprenticeship teams to support recruitment, compliance and all audit requirements.
- To work with the Students Union to ensure an active apprentice voice contributes to the continuous enhancement of the apprentice experience on the programme.

- Working and collaborating with School management, Faculty Apprenticeship Leads, Apprenticeship Hub/Teams, Shared Faculty administration team, Registry, Quality and Collaboration Unit, Marketing and Outreach and External Relations colleagues, to disseminate knowledge and enhance a strong market presence for the programme and contribute to the apprenticeship recruitment cycle, plan and development of provision.
- Lead and identify opportunities to develop programme wide pedagogy approaches aligned to WBL and professional practice on all apprenticeship programmes.
- To co-ordinate and lead on WBL curriculum and programme development for apprenticeships ensuring compliance of apprenticeship programme.
- To oversee a student-centred and scaffolded approach to inclusive assessment to ensure that the sum of module learning outcomes meets but does not duplicate assurance of programme Knowledge, skills and behaviours and learning outcomes and that assessment through the programme is sufficient, varied and stream-lined and aligned to the end point assessment.
- Monitor and review apprenticeship standard and EPA (end point assessment) for changes to delivery or assessment as part of EPA process.
- Working with appropriate stakeholders and employers, to ensure excellent pastoral, academic and skills coach support for apprentices on programme that aligns to the Personal Tutoring Policy, Skills Coach role and apprenticeship programme requirements.
- To escalate, monitor and track non-engagement and 20% OTJ (off the job) requirements of apprentice's and ensure communication with employers.
- To report on apprentice's progress to employers to strengthen the relationship with the employer in ensuring work-based learning delivery is meeting the needs of the employer and learner. To contribute to employer reviews, where applicable.
- Signpost apprentices to support services within the University and workplace and where these differ for apprenticeship provision (i.e.: processes that are different for apprentices- additional learning needs, break in learning (BIL), withdrawals, return from BIL)
- To embed the Wolverhampton Employability Framework into the programme in a way that is meaningful for the apprenticeship standard and discipline.
- Identify continuous improvement of the programme through meeting internal and external apprenticeship (ESFA, OFSTED, employer and learner surveys, QAR) quality assurance processes, completion of internal and external returns, leadership of Course Monitoring, annual programme review and contribution to the annual school review, as determined by line manager.
- To contribute to a community of practice in the discipline area within the institution, enhancing the academic profile of the University through external dissemination of good practice.

Main Duties and Responsibilities

Aspect	All Programmes
Programme Team	<ul style="list-style-type: none"> • Co-ordinate and participate in regular apprenticeship programme team meetings (module leaders, personal tutors), co-ordinating contributions to activities and events throughout the academic cycle (open days, outreach, employer engagement, induction, apprentice/student and employer surveys, programme review and evaluation) • Ensure all programme teams are familiar with the apprenticeship requirements and compliance and monitoring
Student/Apprentice voice	<ul style="list-style-type: none"> • Ensure apprentice voice is heard in all aspects of programme management and enhancement (for example, through Staff Student Liaison Committee, co-production of action plans in response to apprentice surveys, skills coach reviews, employer reviews and external surveys) • Take responsibility in the delivery, quality, compliance and monitoring of the apprenticeship programmes. When problems arise, discuss with the line manager so that these can be reviewed and resolved. Escalate to University Apprenticeship teams where appropriate • Ensure that appropriate media is used to convey and relay to the student/apprentice group and employers, news, changes and other information about the programme, closing the loop on how the programme team has responded to student and employer feedback • Ensure consistency in module level communications to ensure alignment to the programme level and compliance and monitoring
Recruitment and Admissions	<ul style="list-style-type: none"> • Assist in apprentice Recruitment activities i.e., Admissions, prospectus entries, marketing, open/ visit days, recruitment interviews (if applicable), employer engagement and cover clearing/ summer admissions activities. • Co-ordinate the application process through admissions aligned to the apprenticeship recruitment requirements • Liaise with appropriate Stakeholders for the purposes of marketing the programme • Contribute to the review of admissions criteria for the programme aligned to apprenticeship programme requirements and compliance
Quality Assurance and Enhancement	<ul style="list-style-type: none"> • Produce apprenticeship programme handbook annually Make a contribution to the annual programme review and through this manage and lead the module and programme changes and action plans in response to student/apprentice, employer surveys and changes to apprenticeship standard or EPA requirements • Work as a member of a team, collaborating on work-based learning curriculum development and contributing to discipline developments

	<ul style="list-style-type: none"> • Monitor and assist in the compliance requirements of apprenticeship programmes aligned to all Ofsted, Education and Skills Funding Agency requirements and Institute for Apprenticeships & Technical Education. • Ensure and monitor 20%OTJ (off the job) as part of the programme requirements
Inclusivity	<ul style="list-style-type: none"> • Embed and demonstrate inclusive approaches to learning and teaching, assessment and student/apprentice support • Monitor performance against APP targets at programme level and take corrective action as required
Student Experience/Transitions	<ul style="list-style-type: none"> • With School / Institute management and DSAS colleagues, plan, deliver and evaluate induction – aligned to apprenticeship requirements • Ensure academic skills (including English and maths) development is embedded into core modules at each level • Ensure the embedding of safeguarding, prevent and British Values into and throughout the curriculum • Ensure the preparation for end point assessment is embedded throughout the curriculum • Ensure digital skills development appropriate to the discipline is embedded into core modules at each level • Develop effective approaches to student/apprentice engagement and monitor apprentice engagement, taking corrective actions as required and aligned to apprenticeship requirements
Learning and Teaching	<ul style="list-style-type: none"> • Working with School / Institute management and where appropriate timetabling colleagues to ensure reasonable timetable for each level of programme. This needs to align to the requirements of the apprenticeship programme and delivery model proposed • Maintain overview of learning and teaching across programme to ensure delivers excellent quality student/apprentice experience and aligns to WBL • Oversee transition of teaching to blended model for the programme and work-based learning curriculum • Ensure and monitor 20%OTJ (off the job) as part of the programme requirements • Ensure the embedding of safeguarding, prevent and British Values into and throughout the curriculum • Ensure the preparation for end point assessment is embedded throughout the curriculum
Academic and Pastoral Support	<ul style="list-style-type: none"> • Monitor that every apprentice on the programme has received appropriate academic, pastoral and skills coach support
Assessment	<ul style="list-style-type: none"> • Keep module level assessment under annual review to ensure that assessment across the programme meets programme level outcomes, apprenticeship standard KSBs (knowledge skills and behaviours), remaining sufficient, reliable and relevant. • Ensure programme assessment remains aligned to PSRB and all apprenticeship standard requirements • Ensure the programme embeds preparation for EPA

	<ul style="list-style-type: none"> • Ensure where apprenticeship is integrated that EPA is embedded within the programme • Ensure the alignment and preparation for EPA where programme is non-integrated • Monitor and review apprenticeship standard and EPA for changes to delivery or assessment as part of EPA process. Where changes are needed ensure further discussion
Progression and Outcomes	<ul style="list-style-type: none"> • Review module marks, monitor and track apprentice progress and progression and take responsibility for development of appropriate strategies to improve as necessary (alignment to QAR) • Align monitoring to apprenticeship requirements – Ofsted, ESFA and Institute for Apprenticeships and Higher Technical Education
Employability	<ul style="list-style-type: none"> • Develop and map employability development throughout the programme that aligns to apprenticeship provision • Oversee and embed appropriate initiatives to monitor employability throughout the programme (e.g. – the use of Portfolium, career development activities etc.) Work with Careers Centre, Faculty employability leaders and module leaders to develop a coherent offering of connections with practice/employers for apprentices on the programme

Programme Leader

The Programme Leader will work in a matrix structure with the Associate Dean and School Management Team to deliver an excellent student experience on the specified programme or cluster of programmes.

Typically, the Programme Leader will be at a grade 10 and does not have line management responsibilities. However, there may be some instances where the nature of the discipline and resulting School structure means that the role is carried out by a PL and would therefore include line management responsibilities. The exact nature of the responsibilities may vary with regard to achievement and maintenance of PSRB accreditation depending on complexity and risk; if these are managed by another member of the School, this should be recognised in corresponding workload allocations.

Responsibilities

N.B. Programme level refers to an individual programme or a cluster of programmes.

- To deliver at programme level the University's vision to transform the leadership and workforce of our Place through inclusive student success and world-class research.
- To be responsible for providing an excellent student experience throughout the programme.
- To be responsible for the programme's learning and teaching, employability, student engagement, progression & outcomes, and contributing at programme level to meeting APP targets.
- To work with relevant module leaders, personal tutors and, where appropriate, year tutors to develop a team approach to the programme.
- To maintain an overview of module outcomes and delivery of teaching & assessment to ensure meeting of programme level learning outcomes along with a joined-up student experience through the programme.
- To work with the School's management team on programme level engagement with external stakeholders, including PSRBs and alumni for purposes of programme enhancement and student employability.
- To work with the Students Union to ensure an active student voice contributes to the continuous enhancement of the student experience on the programme.

- Working and collaborating with School/Institute management, Faculty Marketing and Outreach and External Relations colleagues, to disseminate knowledge and enhance a strong market presence for the programme and contribute to the annual recruitment plan.
- To lead and identify opportunities to develop programme wide pedagogy approaches and professional practice
- To oversee a student-centred and scaffolded approach to inclusive assessment to ensure that the sum of module learning outcomes meets but does not duplicate assurance of programme learning outcomes, and that assessment through the programme is sufficient, varied and streamlined.
- Working with colleagues in Faculty and Professional Services, to ensure excellent pastoral and academic support for students on the programme that aligns to the Personal Tutoring Policy.
- To lead on continuous improvement of the programme through having responsibility for quality assurance processes, completion of internal returns, responses to external examiners and leadership of the annual programme review and contribution to the annual institute/school review, as determined by line manager.
- To contribute to a community of practice in the discipline area within the School, enhancing the academic profile of the University through external dissemination of good practice.

Main Duties and Responsibilities

Aspect	All Programmes
Programme Team	<ul style="list-style-type: none"> • Co-ordinate and participate in regular programme team meetings (module leaders, personal tutors), co-ordinating contributions to activities and events throughout the academic cycle (open days, induction, student surveys, programme review and evaluation).
Student Voice	<ul style="list-style-type: none"> • Ensure student voice is heard in all aspects of programme management and enhancement (for example, through Staff Student Liaison Committee, co-production of action plans in response to student surveys); • Take responsibility in the delivery and quality of the programmes. When problems arise, discuss with the line manager so that these can be reviewed and resolved; • Ensure that appropriate media is used to convey and relay to the student group, news, changes and other information about the

	<p>programme, closing the loop on how the programme team has responded to student feedback;</p> <ul style="list-style-type: none"> • Ensure consistency in module level communications to ensure alignment to the programme level.
Recruitment and Admissions	<ul style="list-style-type: none"> • Assist in student recruitment activities: i.e. Admissions, prospectus entries, marketing, open/visit days, recruitment interviews (if applicable) and cover clearing/summer admissions activities; • Liaise with appropriate Stakeholders for the purposes of marketing the programme; • Contribute to the review of admissions criteria for the programme
Quality Assurance and Enhancement	<ul style="list-style-type: none"> • Produce programme handbook annually; • Lead the annual programme review, and through this, manage and lead the module and programme changes and action plans in response to student surveys; • With the Head of School/Head of Department, draft responses to external examiners; • Work as a member of a team, collaborating on curriculum development and contributing to discipline developments.
Inclusivity	<ul style="list-style-type: none"> • Embed and demonstrate inclusive approaches to learning & teaching, assessment and student support throughout the programme; • Monitor performance against APP targets at programme level and take corrective action as required.
Student Experience/Transitions	<ul style="list-style-type: none"> • With School/Institute management and DSAS colleagues, plan, deliver and evaluate induction; • Ensure academic skills development is embedded into core modules at each level; • Ensure digital skills development appropriate to the discipline is embedded into core modules at each level; • Develop effective approaches to student engagement and monitor cohort engagement, taking corrective actions as required; • Ensure cross-cutting university themes of wellbeing, inclusivity and sustainability are embedded into the programme.

Learning and Teaching	<ul style="list-style-type: none"> • Working with School/Institute management and where appropriate timetabling colleagues to ensure reasonable timetable for each level of programme and non-bunching of assessments; • Maintain overview of learning & teaching across programme to ensure it delivers excellent quality student experience; • Maintain overview of blended model of delivery for the programme.
Academic and Pastoral Support	<ul style="list-style-type: none"> • Maintain overview of effectiveness of and student engagement with academic and pastoral support on the programme.
Assessment	<ul style="list-style-type: none"> • Keep module level assessment under annual review to ensure that assessment across the programme meets programme level outcomes, remaining sufficient, reliable and relevant; • Ensure programme assessment remains aligned to PSRB requirements.
Progression and Outcomes	<ul style="list-style-type: none"> • Review module marks, monitor student progress and progression and take responsibility for development of appropriate strategies with module leaders to improve as necessary.
Employability	<ul style="list-style-type: none"> • Develop and map employability development throughout the programme; • Oversee and embed appropriate initiatives to monitor employability throughout the programme (e.g. the use of Portfolium, career development activities, etc.); • Work with Careers Centre, Faculty employability leaders and module leaders to develop a coherent offering of connections with practice for students on the programme.