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Student
MA in Academic Practice
City, University of London

The Programme Director and the TEF: How do we train the former to survive the latter?

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Context

"Being a programme director is a challenging but rewarding role. It takes strong organisational skills including: planning, marketing and recruitment, teaching, peer review, quality assurance and managing teams and supporting staff development. It is important to work closely and effectively with course administration staff, to have regular contact with teaching staff and to be visible to students. Ensure there is effective external peer review of your programme. Develop your staff's engagement with the longer-term development of the programme and support innovations in teaching and learning."

Prof Elaine Ferneley

MBA Director, Manchester Business School, University of Manchester

Research Questions

What training is provided to build the skills required of the Programme Directors for the Teaching Excellence Framework (TEF)?

1. What activities are Programme Directors required to undertake?

2. What are the TEF requirements?

3. What training do Programme Directors receive?

Programme Director Activities – An Analysis

Student Recruitment
- *Marketing*
- *Admissions Processes*

Student Experience Management
- *Student Liaison Committees*
- *Student Induction*
- *Student Surveys and Feedback*

Student Progression Management
- *Extensions*
- *Suspensions*
- *General Monitoring of Students' progression*
- *Student Placements*

Student Pastoral Care
- *General Monitoring of Students' health and well-being*

Student Disciplinary Management
- *Investigations*
- *Plagiarism Reports*

Industry Requirements Management
- *Accreditation*
- *Industry Advisory Inputs*
- *Horizon Scanning*

Exam Board Management
- *External Examiner Selection*
- *Exam Board Preparation*
- *Post Exam Board Student Contact*

Programme Administration
- *Handbook Management*
- *General Student Information Management*
- *School/University Committees Attendance*

Programme Financial Management
- *Expenditure Authorisation*
- *Budgeting*

Programme Delivery
- *Timetable Management*
- *Room Booking Management*

Staff Liaison
- *Module Leader Management (direct or indirect)*
- *Library and Support Staff Liaison*

Programme Quality
- *Programme's Academic Standards*
- *Programme Reviews*

Programme Compliance
- *University's Policy and Procedures*
- *External Policy and Procedures*
- *Health and Safety*

Assessment Management
- *Quality Assurance*
- *Timings of Deliverables*
- *Assessment Styles and Quantity*
- *Feedback Quality e.g. Moderation*

TEF Requirements

Aspect of Quality	Reference
Teaching Quality (TQ)	Student Engagement (TQ1)
	Valuing Teaching (TQ2)
	Rigour and Stretch (TQ3)
	Feedback (TQ4)
Learning Environment (LE)	Resources (LE1)
	Scholarship, Research and Professional Practice (LE2)
	Personalised Learning (LE3)
Student Outcomes and Learning Gain (SO)	Employment and Further Study (SO1)
	Employability and Transferrable Skills (SO2)
	Positive Outcomes for All (SO3)

Survey

- 400 Emails sent to Academic Staff identified as being Programme Directors (or equivalent) on their university's website

- 89 usable responses = 22.5% response rate

- All questions were optional

Respondent Statistics	
Gender Females=44, Males=45	**Years as a Programme Director** Min=0.2, Max= 25, Mean=6.51
Educational Qualification Held PhD=65, Postgraduate=20, Undergraduate=4	**Education Level Directed** PhD=12, Postgraduate=65, Undergraduate=39
Age Bracket (30-39)=19, (40-49)=29, (50-59)=25, (60-69)=14	**Number of Students Responsible for** Min=10, Max=1500, Mean=146.02
Years Working in Academia Min=0.2, Max=37, Mean=14.81	**Receive a Stipend** Yes=8, No=80, Prefer not to say=1
Grade Professor=6, Reader =14, Senior Lecturer=49, Lecturer=19, Researcher=1	

Training on TEF

Course Level Directed	Yes	As part of other training	No	Total
Total	**21**	**14**	**54**	**89**
Undergraduate Only	7	5	12	24
Postgraduate Only	10	5	35	50
Both Postgraduate and Undergraduate	4	4	7	15

Training Received

| Has Received Training on:	Assessment Management	Programme Compliance	Programme Quality	Staff Liaison	Programme Delivery	Programme Financial Management	Programme Administration	Exam Board Management	Industry Requirements	Student Disciplinary Management	Student Pastoral Care	Student Progression Management	Student Experience Management	Student Recruitment
Before	23%	22%	14%	35%	16%	9%	16%	13%	1%	32%	12%	32%	19%	33%
In First Year	30%	26%	19%	35%	26%	19%	26%	29%	12%	33%	14%	26%	30%	35%
Regularly	22%	26%	16%	41%	23%	14%	25%	23%	10%	22%	12%	28%	28%	32%

32% Had no training before undertaking the role
17% Still had received no training after one year in the role
*13% Had received no training at all*

Programme Director Training

Averaged Likelihood of Having Training		
1	Staff Liaison	36.7%
2	Student Recruitment	33.3%
3	Student Disciplinary Management	29.0%
4	Student Progression Management	28.5%
5	Student Experience Management	25.6%
6	Assessment Management	25.1%
7	Programme Compliance	24.6%
8	Programme Administration	22.2%
=9	Programme Delivery	21.7%
=9	Exam Board Management	21.7%
11	Programme Quality	16.4%
12	Programme Financial Management	14.0%
13	Student Pastoral Care	12.6%
14	Industry Requirements	7.7%

Programme Directors Activities Relevance to the TEF
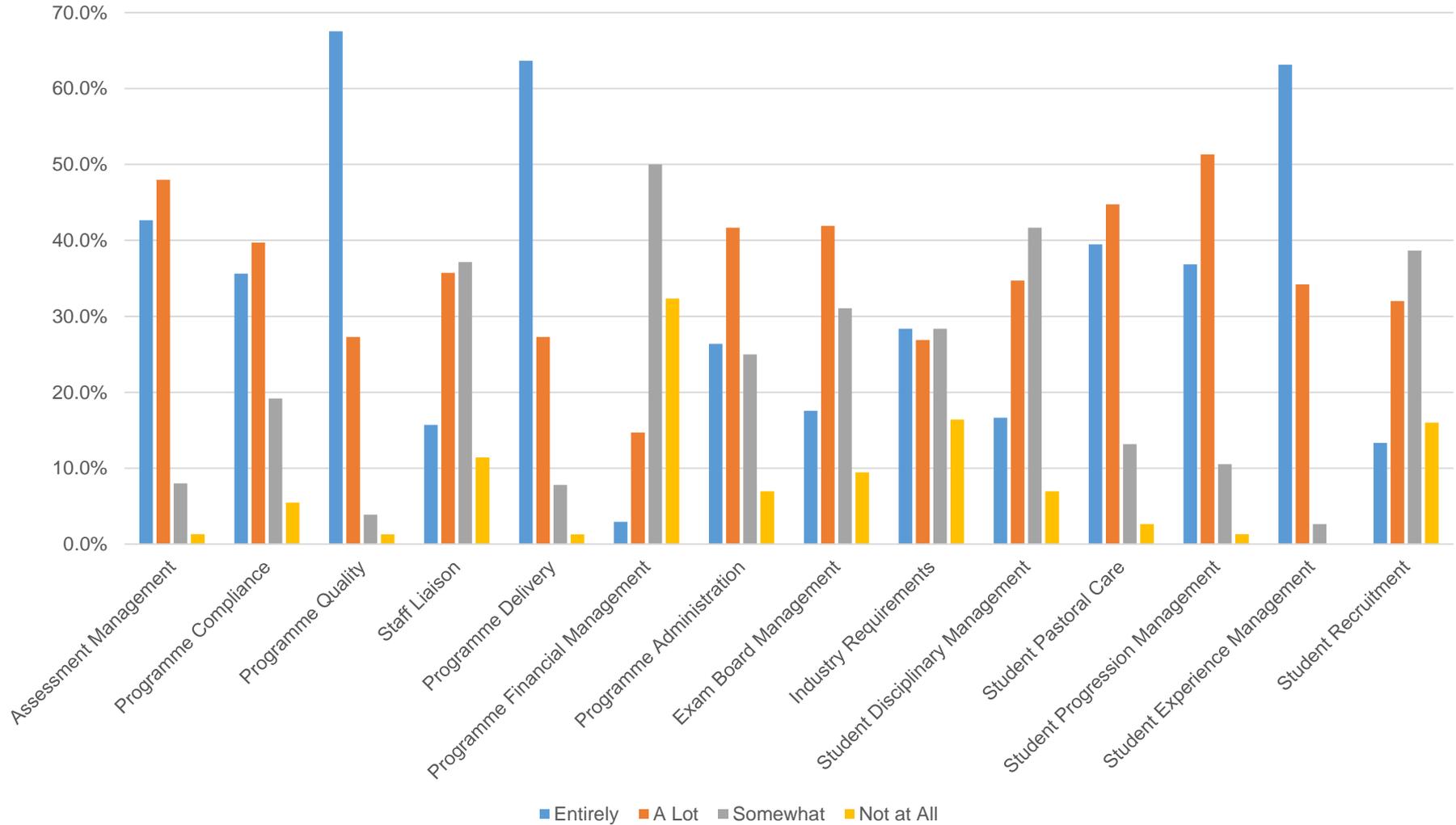
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Programme Directors Activities Relevance to the TEF

Relevance Options Selected: "Entirely" plus "A Lot"
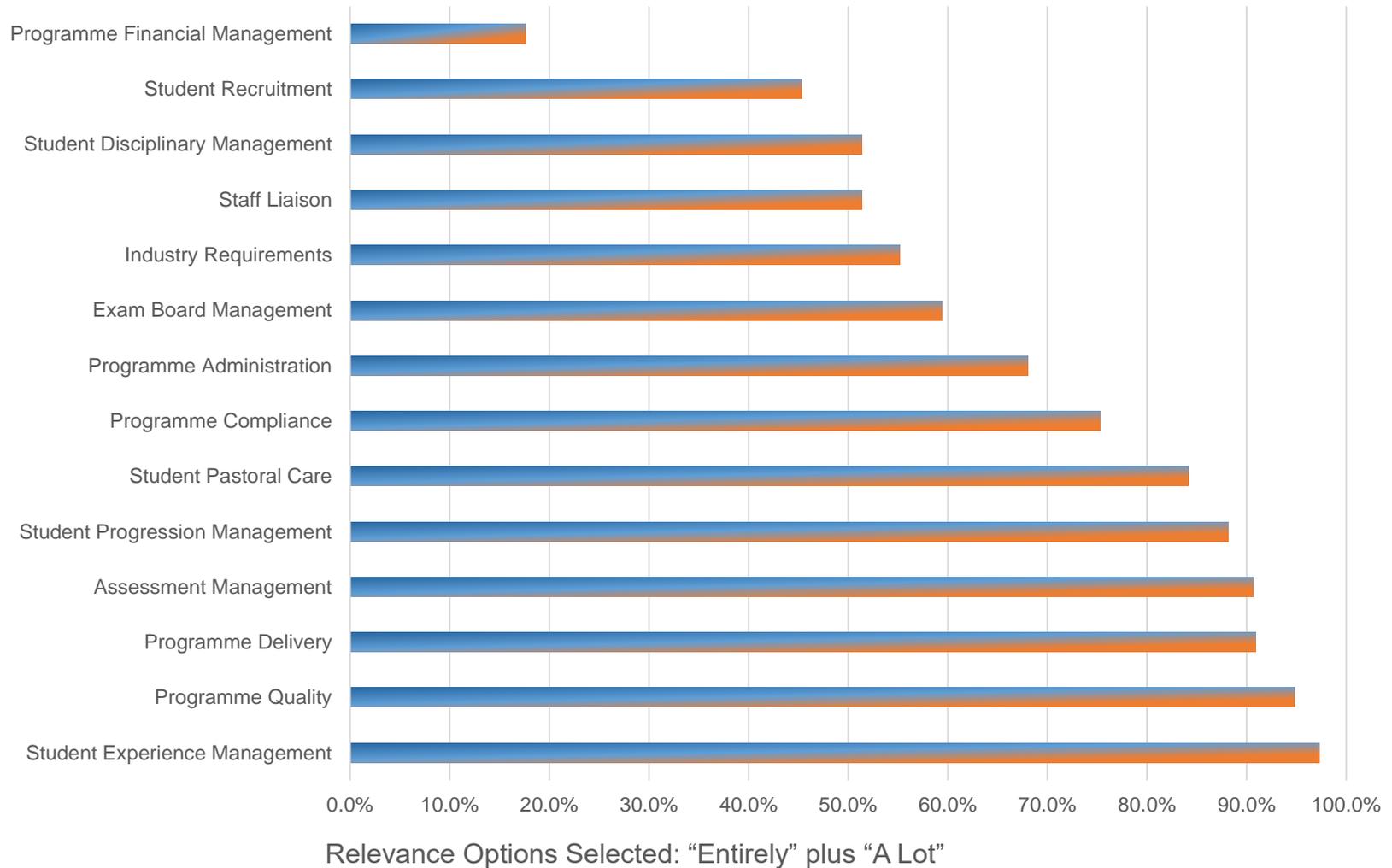
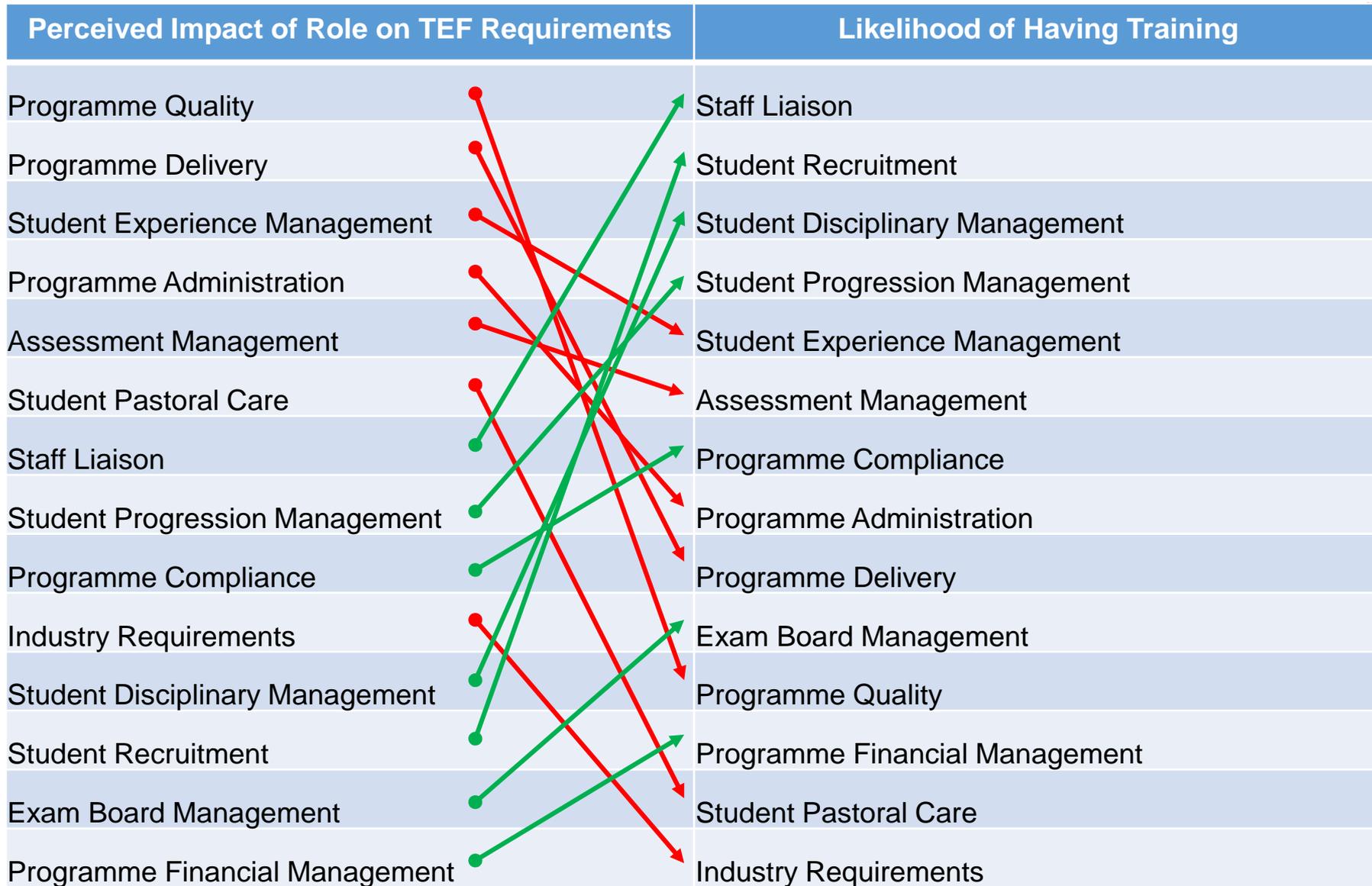# Programme Directors Activities Relevance to the TEF

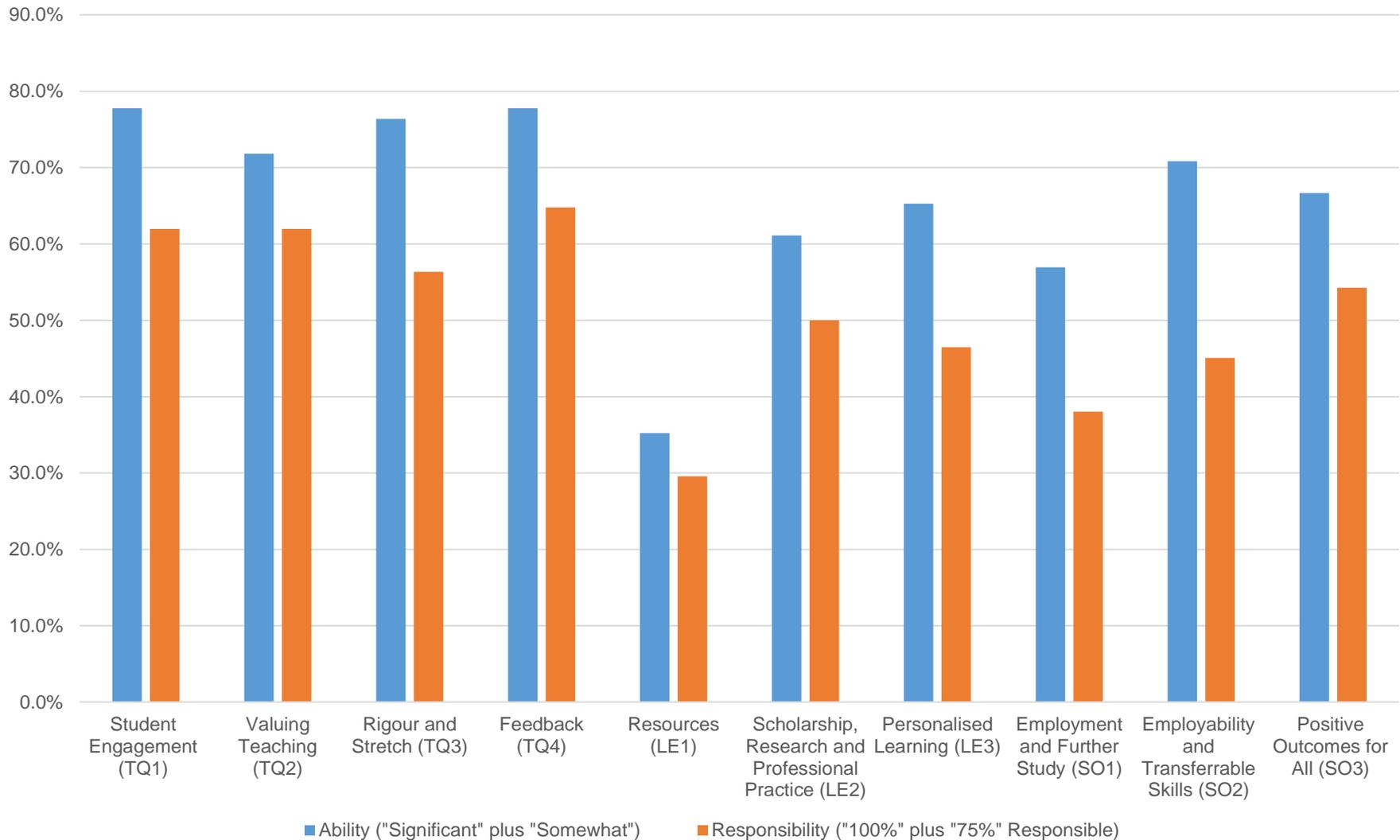| PD's Activities: Relevance to the TEF	Likelihood of Having Training
Student Experience Management	Staff Liaison
Programme Quality	Student Recruitment
Programme Delivery	Student Disciplinary Management
Assessment Management	Student Progression Management
Student Progression Management	Student Experience Management
Student Pastoral Care	Assessment Management
Programme Compliance	Programme Compliance
Programme Administration	Programme Administration
Exam Board Management	Programme Delivery
Industry Requirements	Exam Board Management
Staff Liaison	Programme Quality
Student Disciplinary Management	Programme Financial Management
Student Recruitment	Student Pastoral Care
Programme Financial Management	Industry Requirements
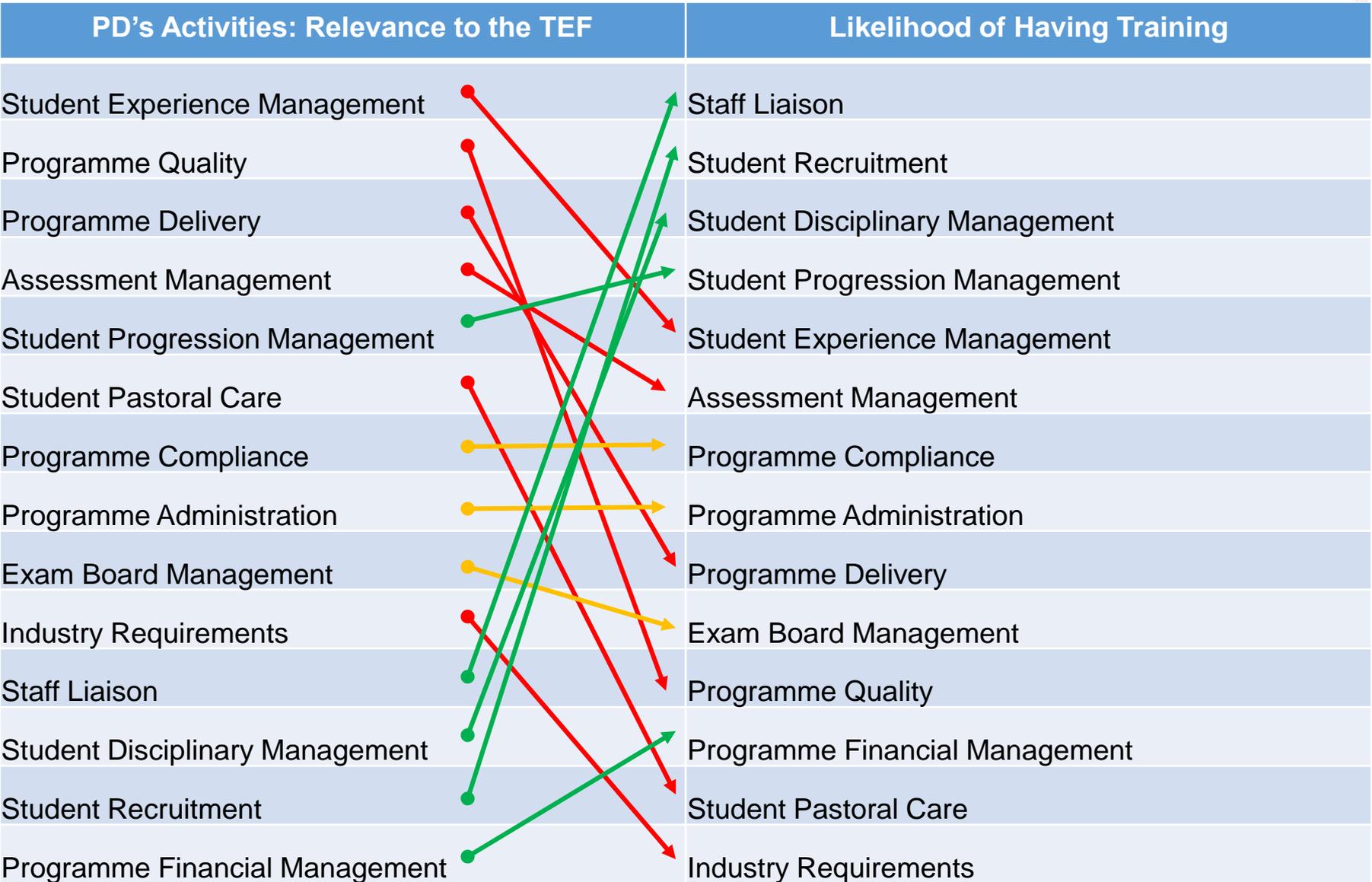
TEF Requirements and the Impact of PD's Activities

Programme Director's Activities	Perceived Impact of Role on TEF Requirements				
	TQ	LE	SO	Total	Nil Impact
Programme Quality	69	55	57	181	0
Programme Delivery	66	58	55	179	0
Student Experience Management	58	61	51	170	2
Programme Administration	50	55	47	152	5
Assessment Management	56	36	50	142	1
Student Pastoral Care	31	54	47	132	3
Staff Liaison	44	51	36	131	6
Student Progression Management	40	29	59	128	0
Programme Compliance	49	35	42	126	7
Industry Requirements	38	31	54	123	8
Student Disciplinary Management	24	38	44	106	6
Student Recruitment	29	42	34	105	14
Exam Board Management	31	25	42	98	11
Programme Financial Management	23	39	18	80	25

TEF Requirements and the Impact of PD's Activities

Perceived Impact of Role on TEF Requirements	Likelihood of Having Training
Programme Quality	Staff Liaison
Programme Delivery	Student Recruitment
Student Experience Management	Student Disciplinary Management
Programme Administration	Student Progression Management
Assessment Management	Student Experience Management
Student Pastoral Care	Assessment Management
Staff Liaison	Programme Compliance
Student Progression Management	Programme Administration
Programme Compliance	Programme Delivery
Industry Requirements	Exam Board Management
Student Disciplinary Management	Programme Quality
Student Recruitment	Programme Financial Management
Exam Board Management	Student Pastoral Care
Programme Financial Management	Industry Requirements

Programme Director's **Influence** on the TEF Results

Legend:
- ■ Ability ("Significant" plus "Somewhat")
- ■ Responsibility ("100%" plus "75%" Responsible)

Summary

- Research Question: *What training is provided to build the skills required of the Programme Directors for the Teaching Excellence Framework (TEF)?*
  - Very little overall

- Programme Directors have a strong role to play in the successful outcome of the TEF but this is not be reflected generally in their training

- If training budgets (and time) allow, focusing training on the following activities may yield the greatest benefits in relation to TEF scores:
  - Student Pastoral Care skills
  - Industry Requirements identification
  - Programme Quality development

Any Questions?

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