

NORTHERN IRELAND COLLEGE EMPLOYERS' FORUM

CIRCULAR NO: CEF 2026 / 02

24 August 2026

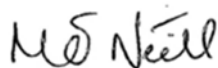
To: Joint Secretaries, Lecturers' Negotiating Committee
Principals and Chairs of Governing Bodies of Colleges of Further Education
HR Managers of Colleges of Further Education
Department for the Economy
UCU
NASUWT

FURTHER EDUCATION LECTURERS' NEGOTIATING COMMITTEE

Regional Lecturer Contract Implementation Agreement

In accordance with the provisions of Article 11, Schedule 3, paragraph 10.3 of the Further Education (Northern Ireland) Order 1997, the Constitution for Negotiating the Terms, Conditions of Service and Remuneration of Lecturers' Employed in Colleges of Further Education, it has been determined that this implementation agreement will be operational from academic 2026/27. Any revisions to it will be made by the LNC and notified via CEF Circulars.

Malachy Ó Néill



Chair College Employers' Forum

Introduction/Scope

This agreement details the arrangements for the implementation of the Lecturer contract and is to be read in conjunction with the Contract for Lecturers dated June 2012.

This agreement applies to full-time and associate lecturers serving under the CEF 2012/01 Lecturers Contract June 2012 as amended.

Appendix 1 sets out the process to management for conducting the discussion and agreement for Associate Lecturer Programme of Duties.

The purpose of this implementation agreement is to ensure that all managers consistently apply the parameters contained within this document to ensure fair and equitable workload allocation

Please note that the reference made to the senior lecturer grade in the contract is no longer valid as this grade has been phased out.

The agreement also relates to the implementation of workload for Curriculum Managers, ensuring that any agreed reduced student contact time and allocation of associated duties for roles are considered in the programme of duties.

The implementation of this regional agreement from 2026/27 supersedes all Local Agreements. It is at individual college discretion to introduce any additional associated duty categories, based on identified need, and to apply a level of AD hours to reflect.

This agreement may be subject to revision periodically, any revision will be carried out in accordance with the employment contract through the Lecturer Negotiating Committee

The following extract from the Lecturers Contract provides clarity on activities defined as Student Contact, and those defined as Associated Duties

The following duties are regarded as Student Contact Time:

- formal class contact with students in classrooms, workshops, laboratories, and studios.
- Tutorials (or equivalent as per local terminology) involving individual students or groups of students.
- pedagogic supervision or support to students in classrooms, workshops and learning resource or other such centers, including employers' premises.
- face-to-face assessment of students including the assessment of prior learning and assistance in the development of portfolios.
- On programme and post-entry interviews for the purpose of academic counseling.
- tutoring staff development programmes.
- Invigilation and supervision of examinations and tests.
- pre-entry interviews and information sessions e.g. results days in August.

The full-time equivalent working year for Lecturers shall comprise up to a maximum of 1440 hours of which up to 828 hours shall be for student contact time, and the remainder shall be for associated duties.

Associated Duties may include (not an exhaustive list):

- preparation and marking
- programme coordination
- quality requirements – internal and external
- marketing and promotional activities e.g. open days/ evenings
- CPD
- meetings and administration
- travel
- employer and school visits
- curriculum development activity

Within their PoD template, individual colleges will make provision for other associated duties not included above, based on curriculum need.

Implementation Agreement 2026/27

Definition	Guidance
Programme of Duties	Lecturers will receive the 1440 (or pro rata) workload agreement in writing on an agreed template each year. The programme of duties will be for the ensuing academic year and will be subject to curricular need, for example changes required because of admissions and enrolment. Lecturers will be advised of their programme of duties as far in advance as possible in preparation for the next academic year. A provisional timetable shall be advised before the end of June of each academic year. Due to the nature of college business and following recruitment an amount of flexibility is required to discuss and agree on a programme of duties. Adjustments to a provisional programme may be made within the first 6 weeks of the first semester for signature. Programmes of duty are to be reviewed at the end of semester 1.
Workload	The full-time equivalent working year for Lecturers shall comprise up to a maximum of 1440 hours of which up to 828 hours shall be for student contact time (SCT), and the remainder shall be for associated duties. (ref Contract) This will be pro rata for associate lecturers. Lecturers are required to undertake student contact and associated duties as directed by the College and to devote their full-time attention to those duties. If a lecturer is working less than their contracted student contact time or associated duties, they may be required to undertake additional student contact time or associated duties to bring them up to contracted hours.
Student Contact Time (SCT) – As Defined within the Lecturers’ Contract	
	The following duties are regarded as Student Contact Time: • formal class contact with students in classrooms, workshops, laboratories, and studios. • Tutorials (or equivalent as per local terminology) involving individual students or groups of students. • pedagogic supervision or support to students in classrooms, workshops and learning resources or other such centers, including employers’ premises. • face-to-face assessment of students including the assessment of prior learning and assistance in the development of portfolios. • On-programme and post-entry interviews for the purpose of academic counseling. • tutoring staff development programmes. • Invigilation and supervision of examinations and tests. • pre-entry interviews and information sessions e.g. results days in August.

Management of Reduced Student contact Time (RSCT)	Managers to ensure that any agreed RSCT within their organisation is taken into account in timetabling of SCT and the programme of duties. RSCT is to be reviewed and confirmed annually within each college to ensure sustainable workloads.
Class Cover	If a lecturer is working less than their contracted student contact time, they may be asked to provide class cover. Other additional class cover student contact will be by agreement. In circumstances where a lecturer provides class cover, this will be recorded against annual student contact hours.

Post Entry Training	New entrants who do not already hold a Bachelor of Education Degree or PGCE, are required to pass the Post Graduate Certificate in Further and Higher education (PGCFHE) within 3 years of starting as per the contract. New lecturers who are being supported by the college through the CIT and PGCE will be awarded 108 hours of reduced student contact time (RSCT). This will be allocated for each of the two years of the course and recorded each year on the written programme of duties. Management will make every effort to ensure protection of these hours and avoid requests for SCT for staff undertaking post entry training.
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Tutorial	As specified in the Lecturers' Contract, tutorials involving individual or groups of students are classified as student contact. The duties associated with the role of personal tutor are provided at Appendix 2
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Associated Duties (AD)

	The full-time equivalent working year for Lecturers shall comprise up to a maximum of 1440 hours of which up to 828 hours shall be for student contact time and the remainder shall be for associated duties, which may include: • preparation and marking • programme coordination • quality requirements – internal and external • marketing and promotional activities e.g. open days/ evenings • CPD • meetings and administration • travel • employer and school visits • curriculum development activity Within their PoD template, individual colleges will make provision for other associated duties not included above, based on curriculum need.
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Preparation and Marking	Preparation and marking will include the following tasks. (Note that this list is not exhaustive). • preparation of relevant learning and assessment materials and the learning setting • marking, assessment and production of students' results including formative and summative assessment outside contact time • planning for student contact time • curriculum research • Preparation and Marking time will be allocated at the rate of 50% of timetabled student contact up to the lecturers' maximum contracted student contact hours.
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Programme Coordination (FE/HE)	The duties of the FE/HE Programme Coordinator have been reviewed and are presented in Appendix 2. The role of Programme Coordinator is defined as follows: • The Programme Coordinator has responsibility for the management and oversight of their assigned programme(s) of study, defined as all elements of accredited and non-accredited activity attached to a cohort of learners – i.e., including essential skills and other additional qualifications as well as student enrichment activities. The cohort consists of all students enrolled on a programme of study at any point in time, on a particular campus - i.e., across two or more academic years as applicable. • The time allocation is 1.5 hours per FTE learner, with a minimum of 36 hours. • Programme Coordination time for part-time courses of over 6 hours per week will be allocated pro rata by FTE student assuming an average class size of 14 students. All full-time and associate lecturers are expected to undertake coordination responsibilities as required.
Quality: Internal Verification/Moderation	Internal Quality requirements are as determined by the College, Awarding Bodies / Organizations, Government Departments, QAA, ETI and other stakeholders with which Colleges must comply. Duties typically include (note that this list is not exhaustive) • Internal external verification, cross-marking and / or moderation • Contribution to the completion of internal quality assurance documentation. • Assessor observations in relation to cross marking / internal / external verification / awarding body requirements. • Contribution to Annual SER/Action planning IV will be conducted in line with the processes and procedures which have been agreed with the college and/or awarding organisations. IV should be based on a sampling exercise not involving student contact and in line with agreed College procedures. All full-time and associate lecturers are expected to have an internal verification role aligned to their teaching timetable. The duties associated with the IV role are outlined in Appendix 2. These should be allocated on the basis of expertise, knowledge and business need. IV time will be allocated at the rate of 5 hours per module verified / moderated.

Quality: Lead IV/IQA/ College HE Quality Lead	Acting as main point of contact with the external stakeholder/AO/HEI, and carrying responsibility for assurances on the integrity and validity of assessment processes, procedures and outcomes, these roles are responsible for: • Managing assessment and internal verification of units or components and qualifications. • Working with the team of Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme and ensuring that it is fit for purpose and meets AO requirements. These roles will be assigned to individuals who are involved in the assessment and delivery and have a good understanding of the units being assessed. They will need to train or standardise Assessors and Internal Verifiers to ensure that they understand national standards, and that these are applied consistently. In addition, they should sample the assessment and verification decisions, ensuring that activity is completed in line with the approved plan and that standards are applied consistently. These roles carry key responsibilities that are in addition to that of internal verification. These are outlined in Appendix 2 Time for this will be allocated at the rate of 45 hours per programme (or as per alternative local agreement) to be reviewed post 26/27 implementation.
Marketing and Promotional Activities	Marketing and Promotional activities will include the following tasks. (Note that this list is not exhaustive) • Engaging with employers, the community and individuals in order to promote the College's courses and services • Open days/evenings and other promotional events and engaging with applicants. Preparation of required content for prospectus, information leaflets, digital platforms etc.
Travel	Travel time shall be granted: • Where the lecturer, on completion of a period of student contact time in the main duty centre must travel during the working day to commence a period of student contact time in another centre • Where the lecturer must travel more than the distance between home and the main duty centre to commence or finish a working day with student contact time in a centre other than the main duty centre. The travel time shall be calculated for each journey at the rate of 2 minutes per mile, subject to a minimum of 20 minutes.

Continuous Professional Development (CPD)	The CPD hours relate to professional development hours (minimum of 36 hours) approved by the line manager, and some may be undertaken during college's designated staff development days. CPD to include: • Training and development in probation, appraisal, observation, etc. • Other training deemed appropriate by the college • Self-directed CPD, agreed with manager • Industry-determined CPD Awarding body-determined • CPD participation in mandatory training (e.g. Health and Safety, Safeguarding, Data Protection, Equal Opportunities, etc.)
Meetings and Administration	Meetings and Administration cover those administrative duties associated with teaching and learning which are outside of the roles of programme coordination, personal tutoring and quality. Normally attached to course team membership, they include • course team/curriculum area/departmental meetings • verifying student enrolment details • recording student attendance, absence, and associated records normally using electronic registers. Paper registers should only be used by exception or where required by funding or programme awarding organisation • processing and uploading marks and assessment results • administration for meetings • responding to emails • Contribution to Annual SER/Action planning A Standard allocation of time of 34 hours (i.e. 1 hour per academic week) will be applied
Essential Skills Administration	To recognise the difference in working practices with ES teams, ES tutors will be allocated additional administration time at the rate of 0.5 hours per learner
Arbitration	In the event of a lecturer and their line manager being unable to agree to a programme of duties, referral may be made by either the lecturer or the line manager, to an arbitration panel. The panel will consist of 2 members of management and 2 members of the lecturing staff who have consented to be nominated by you.

Process for Conducting Programme of Duties discussion with Associate Lecturers (ALs)

An associate lecturer is a lecturer employed on a percentage of a full-time equivalent (FTE) contract (e.g. 0.5 FTE = 50% of full-time hours).

All duties — including teaching and additional duties (ADs) must be allocated pro rata to the FTE and scheduled within the AL's contracted hours and agreed working days.

ADs will be proportionate to the AL's FTE

ADs will be balanced across their working week, just as with full-time staff

Managers will:

- Discuss and agree working week pattern (days/times) with AL
- Ensure ADs are scheduled fairly within these days/times
- ADs will be agreed and documented on the POD
- Be flexible where possible - e.g. avoid unnecessary meetings on non-working days
- ALs will not have an excessive teaching load with no allowance for ADs

Since ALs have no specified days:

- The AL and line manager will agree on a pattern or availability that suits both (e.g. "teaching scheduled on X days, available for work time is Y, fixed ADs Z, other ADs time worked flexibly").
- The AL can manage their ADs hours across the week at times that suit the teaching timetable and any fixed duties, so long as the total hours are met.

The aim is to:

- Protect the AL from unnecessary rigidity in their non-teaching time.
- Ensure essential collective and time-bound duties are covered (e.g. responding to emails, contributing to resource development).

Specifying ADs for ALs

Each individual type of additional duty (e.g. team meetings, marketing, curriculum development) does not have to be reduced exactly in proportion to the AL's FTE. What must be pro-rata is the overall workload — the total of SCT + ADs — against the contracted hours. However, good practice and fairness suggest that ALs should have a balanced range of duties over time. It's not reasonable to always allocate 100% of duties that full-timers may find less desirable (e.g. lots of school visits,) none of the high profile or desirable activities (e.g. curriculum development).

If possible, identify essential fixed duties at the start of term/year (e.g. "attend X meetings per term, y open evenings, Z mandatory CPD").

Allow the AL to decide how/when to complete flexible ADs within their contracted hours.

Avoid over-scheduling ALs to meetings unless necessary - balance fairness with inclusion.

Role Descriptors

1 Programme Co-Ordinator

Role purpose

The Programme Co-Ordinator is responsible for the day-to-day coordination and oversight of an assigned programme or course, including all accredited and non-accredited elements attached to a cohort of learners. The role sits at programme level rather than line-management level and brings together recruitment, induction, programme administration, student tracking, coordination of quality processes and of staff involved in delivery.

Key responsibilities

- Coordinate recruitment, admissions and induction activity for the programme, including promotional activity, pre-entry guidance, confirmation of entry qualifications, and programme-specific induction.
- Ensure that awarding body or validating university registrations are completed accurately and within required timescales.
- Maintain programme documentation, including handbooks, assessment schedules, programme management files and other required records, ensuring that published information is current, accurate, and compliant with CMA requirements.
- Ensure appropriate programme resources and information are available through the college VLE/DLE and liaise with support teams where required.
- Coordinate learner administration, including enrolments, transfers, withdrawals, registrations, results and related records, liaising with MIS/LMS, examinations and other support teams as necessary.
- Monitor cohort performance, including retention, achievement, attendance, progression and the performance of all elements of the learner programme, and coordinate timely interventions where risk is identified.
- Convene and chair programme or course team meetings and other relevant meetings, maintaining agendas, action notes and minutes as required.
- Collate and communicate assessment schedules and coordinate boards, achievement/progression meetings and examination or assessment of board activity as required.
- Work with the Lead IV/IQA and other relevant staff to coordinate internal verification, moderation and external quality assurance activity for the programme, aligned to awarding body requirements.
- Coordinate course-level quality assurance activity, including self-evaluation, quality improvement planning and action arising from EV/EQA reports, performance reviews, or internal scrutiny.
- Ensure programme documentation and assessment records are stored and archived in line with awarding body and information governance requirements.
- Support the planning of enrichment, work placement, and additional qualifications or activities attached to the programme.
- Act as the operational point of contact with awarding organisations, validating universities and other external bodies where this is part of local arrangements.
- Where locally assigned, contribute to student progression processes such as UCAS or employment references.

Boundaries and interfaces

- The role does not normally carry formal line-management responsibility.
- The role coordinates quality processes at programme level but does not replace the Lead IV/IQA's authority in relation to assessment standards.

- Subject teaching, setting and marking of assessment, and day-to-day classroom delivery remain with lecturers and assessors.
- Personal Tutors deliver the tutorial programme and provide first-line student support; the Programme Coordinator ensures appropriate tutorial arrangements are in place and linked to programme needs.
- Where the programme includes Essential Skills or other specialist elements, the Coordinator may track the whole learner's programme but does not assume subject responsibility that rests with the relevant specialist tutor.

2 Lead Internal Verifier / Lead IQA

Role purpose

The Lead IV/IQA is the designated postholder with overall responsibility for the internal quality assurance of assessment for a named programme, qualification or curriculum area, including cross-campus comparability where relevant. Where an awarding organisation requires a named Lead IV/IQA, the postholder is the single point of accountability for the integrity of internal assessment and verification arrangements, providing the relevant assurances to Programme Coordinator and to Curriculum Management.

Key responsibilities

- Design, maintain and oversee the assessment and internal verification strategy and plans for all cohorts from the outset of delivery, including appropriate sampling across units or components, assessors, learner groups and campuses or sites where relevant.
- Ensure that assessment decisions and verification activities are valid, reliable, fair, consistent and compliant with awarding body, regulatory and college requirements.
- Approve assessment briefs, tools and instruments before use where required by the awarding organisation or college procedure.
- Lead, document and evaluate standardisation activity so that assessors and internal verifiers apply standards consistently.
- Sample the assessment and verification decisions of assessors and internal verifiers, ensuring the agreed plan is implemented and that required actions are completed.
- Authorise resubmissions, retakes or equivalent assessment remedies where permitted by the awarding organisation.
- Track and assure the operation of reasonable adjustments and related assessment arrangements within the limits of college and awarding body procedures.
- Act as the primary liaison for Standards Verifiers, External Verifiers and External Quality Assurers in relation to assessment of quality assurance, including planning of samples, coordination of evidence and response to actions.
- Maintain auditable records of verification, standardisation and assessment-quality assurance activity.
- Identify, escalate and help resolve risks to assessment of integrity, including inconsistency, maladministration, malpractice or non-compliance.
- Where necessary, require reassessment, remarking or other corrective action, and advise that claims or certification should not proceed until standards are secure.
- Provide assurance and advice to the Programme Co-Ordinator, Curriculum Area Manager and College Quality team, and contribute to self-evaluation and quality improvement activity relating to assessment standards.

Boundaries and interfaces

- The role carries functional authority in relation to assessment standards but does not in itself imply line management.
- The role is distinct from the Programme Co-Ordinator: the Co-Ordinator manages programme operation; the Lead IV/IQA assures assessment standards and the integrity of internal quality assurance.

- The Lead IV/IQA may also undertake internal verification but carries an additional whole-programme or cross-programme accountability not held by other internal verifiers.

3 College HE Quality Lead

Role purpose

The HE Quality Lead is the designated postholder responsible for coordinating and assuring the internal academic quality arrangements for a named higher education programme, award or cluster of awards, where the programme is delivered across more than one campus. The role provides a single point of contact for the validating university or awarding partner on matters relating to assessment of coordination, moderation, marks processing, academic standards, quality actions and external examining arrangements. The role has a cross-campus remit to secure consistency of assessment practice, student experience and academic decision-making.

Key responsibilities

- Act as the named College contact for the validating university, awarding partner, external examiner and relevant internal quality teams on academic quality and assessment matters for the programme.
- Coordinate the annual assessment, moderation and internal quality assurance cycle for the HE programme, ensuring that arrangements are aligned with university regulations, programme specifications, module descriptors and college procedures.
- Oversee the timely preparation, approval and communication of assessment schedules, assessment briefs, moderation arrangements and examination or assessment board documentation, where this falls within local arrangements.
- Coordinate internal moderation, second marking or equivalent scrutiny processes, ensuring that samples are appropriate; records are complete, and actions are followed through before marks are confirmed.
- Liaise with external examiners and university link staff, including arranging samples, responding to queries, coordinating visits or meetings, and ensuring that external examiner actions are tracked and addressed.
- Assure the accuracy and readiness of marks, results and progression of information before submission to the relevant board or partner system, working with MIS/LMS, examinations and administrative staff as required.
- Identify and escalate risks to academic standards, student experience or regulatory compliance, including inconsistent assessment practice, missing evidence, delays in moderation, academic misconduct concerns or non-compliance with partner requirements.
- Contribute to HE quality monitoring, including annual monitoring, programme review, action planning, student feedback analysis, external examiner responses and evidence for internal or partner quality assurance processes.
- Maintain auditable records of HE assessment-quality activity, including moderation records, standardisation notes, external examiner communications, board actions and quality improvement evidence.

Boundaries and interfaces

- The HE Quality Lead carries functional authority in relation to HE academic quality coordination and assessment assurance, but the role does not in itself imply formal line-management responsibility.
- The role is distinct from the Course Director/Programme Co-Ordinator role. Course Directors/Programme Coordinators manage day-to-day programme operation and student tracking; the HE Quality Lead assures cross-campus consistency, academic standards and partner-facing quality processes.
- The role does not replace the responsibility of module lecturers for teaching, setting assessment, marking, feedback or maintaining module-level records in line with agreed procedures.
- The role does not replace the authority of the validating university, awarding partner, assessment board or external examiner in relation to final academic decisions, regulations or conferment of awards.

- Where the HE Quality Lead also acts as Course Director/ Programme Co-Ordinator, module lecturer or internal moderator, those responsibilities should be recognised as separate functions for workload, time allocation and accountability purposes.
- Escalation routes for unresolved concerns, academic misconduct, regulatory non-compliance or risks to standards are through the relevant Curriculum Manager, College Quality team and validating university or awarding partner processes.

4 Internal Verifier / IQA / Internal Moderator

Role purpose

The Internal Verifier/IQA/Internal Moderator undertakes allocated quality assurance activity for assessment decisions and assessment materials. The role supports consistent application of standards across assessors, units and sites, and provides evidence to the Lead IV/IQA and awarding body that assessment requirements are being met.

Key responsibilities

- Verify assessment briefs, tasks, tools or instruments before use where this is required by the awarding organisation or the agreed internal process.
- Sample assessed work and assessor decisions for allocated units, assessors, cohorts or sites in line with the agreed verification or sampling plan.
- Confirm that assessment decisions are appropriate, consistent, fair, and aligned to the relevant standards, criteria and learner requirements.
- Provide timely written and/or verbal feedback to assessors, including required actions, developmental points, and confirmation of good practice.
- Record verification of outcomes, actions and any grading or decision changes arising from verification or standardisation activity.
- Confirm that required corrective action has been completed and feed concerns, recurring issues and good practice back to Lead IV/IQA.
- Participate in standardisation activity and support consistency of assessment practice across staff and, where relevant, across campuses.
- Where provision is delivered across more than one site, undertake sampling across campuses or teams where practicable and directed.

Boundaries and interfaces

- The role provides verification of judgements within the agreed plan but does not hold the overall programme-level accountability of the Lead IV/IQA.
- The role does not replace the assessor's responsibility for setting and marking work, or the manager's responsibility for staff performance.
- Escalation routes for unresolved concerns, malpractice or non-compliance are through the Lead IV/IQA and/or line management and quality processes.

5 Personal Tutor

Role purpose

The Personal Tutor is an academic member of staff allocated to a tutor group or class and is the first routine point of contact for students in relation to progress, engagement and general academic/pastoral support. In an FE setting, the role combines delivery of the weekly tutorial programme with structured progress review, target-setting, and referral/signposting. The role is intended to help students settle in, stay on programme, achieve and progress.

Operating assumptions

- This descriptor assumes that the postholder is allocated a timetabled weekly session as student contact with their tutor group or class.
- On that basis, the role should prioritise delivery of a planned weekly group tutorial programme, use of ILP/e-ILP/PTP/EWS RAG or equivalent systems, and scheduled short one-to-one reviews at key points in the year.
- Where students are identified as at risk, the role should provide early intervention, referral and follow-up, rather than extended specialist casework.

Key responsibilities

- Help students settle into college and their programme, explain expectations and routines, and contribute to college and course induction.
- Plan and deliver a structured weekly tutorial programme covering study skills, personal development, wellbeing, employability and progression, equality and diversity, digital or online safety, and other agreed college tutorial themes.
- Monitor attendance, punctuality, engagement, behaviour, welfare indicators and academic progress, using approved college systems and available evidence from the teaching team.
- Agree, record and review SMART targets and action plans with students, and maintain or update the ILP or equivalent tutorial record.
- Meet students individually at planned points in the year and earlier where concerns arise, with priority follow-up for students at risk of withdrawal, underachievement or disengagement.
- Provide first-line academic and pastoral guidance and discuss barriers to success in a supportive and professional manner.
- Refer students promptly to specialist services such as safeguarding, wellbeing or counselling, careers, finance, learning support, ALS, student services or curriculum management as appropriate, and follow up on whether support has been accessed.
- Liaise with subject teachers, the Programme Coordinator and support services so that support, progress monitoring and interventions are coordinated.
- Support students in planning next steps into employment, apprenticeship, higher education or further study, and contribute to references or progression documentation where this forms part of local arrangements.
- Act as a conduit for routine information to and from students and, where appropriate, communicate with parents or carers in line with college policy, learner age/status, consent and data protection requirements.
- Keep timely tutorial records, review notes, action plans and referral notes in approved systems, maintaining confidentiality within safeguarding and data protection requirements.

Role boundaries

- The Personal Tutor is not expected to provide counselling, specialist mental health support, immigration advice, financial advice or other specialist casework; the role is to listen, identify risk, refer and follow up.
- The role is not a substitute for subject-specific teaching feedback, formal disciplinary authority or the specialist functions of safeguarding, student services or careers staff.

- Expectations for individual reviews, record keeping, and follow-up should remain proportionate to the stated workload allocation and supported by clear college systems, referral routes, and tutorial materials.

Summary of role distinctions

Role	Primary purpose	Key boundary or distinction
Programme Coordinator	Coordinate the day-to-day operation, administration, student tracking and quality cycle of a programme.	Coordinates programme processes but does not own assessment standards in the way Lead IV/IQA does.
Lead IV / Lead IQA	Assure validity, consistency and compliance of assessment and internal quality assurance arrangements.	Holds functional authority for assessment standards and external QA liaison but does not necessarily line manage staff.
College HE Quality Lead	Coordinate and assure academic-quality, assessment, moderation, external examiner and partner-facing processes for HE provision, particularly where delivery is cross-campus or linked to a validating university.	HE equivalent of a Lead IV/IQA function, but does not replace the Course Director, module lecturer, line manager, validating university, assessment board or external examiner.
Internal Verifier / IQA / Internal Moderator	Undertake allocated verification or moderation of assessment of materials and decisions.	Provides verification of judgements within the agreed plan but does not hold whole-programme accountability.
Personal Tutor	Deliver the tutorial programme and provide first-line academic/pastoral support, progress review and signposting.	Supports and refers; does not replace specialist services, subject feedback or formal management processes.

