<div align="center">**JOB DESCRIPTION**</div>

POST: **Programme & Quality Manager**

DEPARTMENT: **Learning**

RESPONSIBLE FOR: **N/A**

RESPONSIBLE TO: **Head of Learning Operations**

GRADE: **4b**

<div align="center">**JOB SUMMARY**</div>

The RCS education programmes comprise a range of existing learning products, currently 22 different courses and the on line Postgraduate Certificate in Surgery (PGCert). The Programme & Quality Manager will be responsible for a portfolio (~8) of these courses as well as the assessment of quality across the entire course offer. The role will work alongside 2 other Education Programme Managers, each with their own portfolio of courses.

Responsible for the making sure the products are fit for purpose, are high quality and meet the needs of participants and stakeholders. This includes planning the full product lifespan and cycle. The Programme Managers will work closely with the Learning Design Services Team and clinicians who can provide subject matter expertise.

Responsible for quality of teaching and ensuring there are sufficient numbers of suitably qualified faculty to deliver their portfolio of courses in line with the business plan. A key aspect of the role is capacity building to ensure sustainable programmes.

Provide subject matter expertise to develop quality policies and processes working closely with colleagues to ensure the highest standards of education, customer service and with an eye to feasibility and sustainability. The role oversees the quality monitoring and assurance processes, collating and producing regular quality reports for the Quality Assurance Operational Group. The role has a remit for internal quality improvement, leading on business improvement projects, as directed by the senior team. The post-holder will analyse and evaluate quality information for learning activities and advise on quality improvement measures, supporting the development and implementation of action plans.

<div align="center">**SPECIFIC DUTIES AND RESPONSIBILITIES**</div>

1   Quality of Learning Products
Overall responsibility for the quality of learning products. This includes responsibility for:

- Reviewing and updating programmes so they are fit for purpose, meeting the needs of participants, stakeholders and learning outcomes
- Conducting market research on participant requirements and reviewing participant profiles
- Reviewing and updating the content, materials and learning technologies, working with subject matter experts, to ensure they are up to date and relevant
- The consistency of branding across all products and materials

2   Programme Management
Responsible for:

- Conducting a comprehensive review of the PGCert programme, including the educational standards, operations and business needs
- Working with the Research and Innovation Team and other Programme Managers to establish 3- 5 year product cycles, aligning the product cycle with business plans (including growth targets)
- Leading on the review and implementation of the Care of the Critically Ill Surgical Patient (CCrISP) course with a view to developing the 5th edition as a course with global relevance
- Launching the new edition of Systematic Training in Acute Illness Recognition and Treatment for surgery (START Surgery) and working with Foundation Directors to embed this course within the UK foundation training programme
- Regularly reviewing plans in light of market intelligence and customer feedback
- Developing a product cycle timetable to include scoping, planning, dependency identification, estimation, scheduling and resourcing, initiating, monitoring and reviewing
- Stakeholder mapping and management
- Managing multidisciplinary and mixed staff/consultant/volunteer teams to achieve programme objectives
- Developing communication and marketing content and plans to maximise the value of products in line with the product cycle
- Managing launch and update days

3.   Quality Monitoring and Improvement
Responsible for:

- Driving a culture of learning; facilitating and sharing lessons learned and best practice within and across programmes with stakeholders
- Developing the necessary tools and processes to allow the wider teams to monitor and interrogate the quality of courses at the event level as well as the programme level
- Analysing evaluation data (feedback) to provide business insight for redevelopment projects as well as improving our current offer
- Integrating evaluation data with other data sources (eg VLE and membership data) to provide a 360 degree view of our education offer
- Regularly reviewing quality information with clinical leads, course directors and faculty to ensure RCS learning products meet the College quality standards
- Agreeing and implementing quality improvement plans where improvements to the programme or content are needed
- Collating and producing quality reports for the Quality Assurance Operational Group on behalf of the Learning Department
- Responding in a timely manner to requests for further evidence from QAOG, implementing actions if needed such as policy development, and working with colleagues to put measures in place to meet quality conditions set by the QAOG within agreed timeframes
- Developing and refining key quality indicators to inform KPIs, maintaining the overview on quality targets and themes, reporting to the Senior Leadership Team
- Agreeing appropriate quality control and sampling policies and procedures across the breadth of learning provision, including digital learning
- Developing mechanisms and strategies to assess the impact of programmes in an evidence based manner
- Becoming the subject matter expert for quality within the department
- Developing quality standards and targets to drive continuous improvement across the learning provision
- Carrying out audits of specific areas of provision including investigation of content, participants, faculty and processes

4. Faculty engagement and development

Responsible for:
- Developing effective professional working relationships with clinical leads/course directors/faculty
- Establishing and maintaining regular communication with faculty; building a community of faculty
- Building faculty capacity in line with business plans, faculty profiles, launch of new products and new versions of existing products
- Ensuring there are sufficient course directors and faculty with the relevant expertise to support the delivery of RCS learning activities
- Organising faculty training and development days working with subject matter experts
- Supporting the recruitment of clinical leads
- Managing improvement projects to professionalise the role of faculty and course director

5. Planning, Budget and Financial Management

Responsible for:
- Contributing to the business planning process and the development of the annual programmes' budget
- Understanding the commercial/business model and key profit drivers for the programmes
- Monitoring all expenditure and income and provide sound and knowledgeable commentaries on a monthly basis for management accounts, highlighting variances as they occur. Contributing to forecasting process

General

- The post-holder is expected to represent the College in a professional manner in relation to his or her responsibilities and in ensuring their own continuing professional development.
- Undertake such duties appropriate to the grade, as required by the Director.

This job description will be subject to review in the light of changing circumstances and may include other duties and responsibilities as may be determined. It is not intended to be rigid or inflexible but should be regarded as providing guidelines within which the individual works.

The Royal College of Surgeons of England is an Equal Opportunities Employer.

All College employees are responsible for records held, created or used as part of their work for the College including patient/client, corporate and administrative records whether paper-based or electronic, which also includes emails. Records should be managed and stored appropriately and should in all cases comply with the requirements of the Data Protection Act 2018 and the General Data Protection Regulation. Employees should have read and understood the College's Data Protection Policy and Records Management Policy and should follow all agreed records management and data protection procedures, seeking advice where necessary.

November 2019

PERSON SPECIFICATION

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ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education/Qualifications • A recognised qualification in education/ learning and development or equivalent professional experience at a similar level	**Education/Qualifications** • Postgraduate qualification in education or management • Quality assurance or monitoring experience in a post-graduate medical environment
Experience/Knowledge • Knowledge and experience of postgraduate education and training including professional development • Experience of managing education and training programmes • Proven experience in building and maintaining relationships with a range of stakeholders • Experience of managing and delivering projects, engaging with stakeholders at all levels • Knowledge and experience of digital learning including e-learning • Working within an evidence-based quality framework and understanding the need for quality processes • Experience of quality reporting • Conducting evaluation (quantitative and qualitative) in an education or training centre, department or equivalent service, preferably at postgraduate level • Understanding of developments in technology enhanced learning and their application to development and delivery • Delivering a customer focused service	**Experience/Knowledge** • Experience of monitoring the quality of education provision in a health or university environment • Understand the challenges associated with developing an e-Learning capability from a quality management perspective
Skills • Strong communication skills (written and oral) with the ability to adapt to different audiences • Ability to work independently and as part of a team • Managing complex pieces of work from start to finish: evidence of scoping, planning, developing and evaluating a project against agreed deliverables including defining success criteria and managing stakeholders • High level of attention to detail	**Skills** • Proof reading and editing • Using statistical analysis as a decision making tool

- Proven ability to meet targets - The ability to multitask, prioritise and delegate in order to deliver to tight deadlines - Excellent interpersonal skills, including the ability to influence and persuade individuals at all levels - Excellent communication skills, including the ability to clearly articulate complex / technical concepts and to identify, summarise and convey the critical points of an argument - Excellent written skills, including report writing - A good standard of numeracy, including estimating, financial budgeting, using percentages and working with data - Experience of working with large data sets and analysing these to provide business insights - Possess a high standard of written English including skills in evaluative writing	
Other - Willingness to travel in UK with overnight stays where necessary - May involve out of hours and weekend work	

The post holder will also need to demonstrate the following **values and behaviours**:

Diversity - *we value **diversity** and treat each other with respect.*
- I listen effectively and treat each person as an individual   - I value people with different skills, expertise and knowledge to myself   - I ensure that everyone I meet feels welcomed at the college   - I trust the people I work with and know they will work to their best ability   - I am inclusive and build good relationships with everyone I work with   - I take time to understand different views to myself for the sake of the college

Improvement - *we seek continuous **improvement**, and improvement requires change.*
- I use my expertise to question, challenge and improve the way we carry out our tasks   - I identify opportunities to innovate and present ideas to improve our products and service   - I am open and positive to new ideas and ways of working which help the college   - I adapt to change positively   - I help my manager communicate change to others   - I learn from my mistakes and do things differently as a result

Responsibility - *we take personal **responsibility** for all we do.*
- I set challenging goals for myself   - I deliver what I say I will deliver   - I take informed decisions which are within my control and hold myself accountable for them

- I take initiative and am proactive in all I do
- I constantly work to the best of my ability
- I work with integrity in the best interests of the College and its priorities

Collaborative - *we are **collaborative**, both across the College and with our stakeholders across the world.*

- I build positive relationships with the people I work with
- I work collaboratively with others to deliver exceptional performance
- I always work for the greater good of the College
- I highlight behaviours which are inconsistent with the College standards
- I consistently live the College values
- I involve others in key decisions I take at work

Prudent - *we are **prudent** in our use of resources.*

- I deliver excellent work and customer service with the resources available to me
- I am efficient with the resources I use
- I find effective solutions to problems
- I escalate issues quickly when resources are stretched
- I prioritise my work effectively
- I follow the rules at work so that I minimise risks to the College

Professional development - *we are committed to personal **professional development** that benefits the individual and the College.*

- I seek learning opportunities for my personal and professional development
- I support, encourage and help my colleagues to develop
- I put my learning into practice in my role
- I ask for regular and honest feedback on my performance and learn from what is said
- I create opportunities to share my knowledge within and across teams
- I know my areas of expertise and convey this with confidence to my colleagues

The appointment is subject to proof of the attainment of any qualifications deemed essential to the post and used as a basis for shortlisting and selection. Failure to provide evidence of the required qualifications will result in the offer of employment being withdrawn.

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