

Associate Director of Examinations

Job Description

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| Responsible to | Director of Education |
| Key working relationships | Director of Education, Head of Exams, Head of Q&S, Head of Education Transformation, Dean, Chief Examiner, VP Education, AMoRC, GMC, EMTA and EMSAS |
| Grade | Level 1 |
| Contract | Permanent |
| Job Purpose | <p>The Associate Director of Exams at the Royal College of Emergency Medicine (RCEM) will play an operational leadership role in fostering a high-performance culture by inspiring and empowering team members, driving performance, working collaboratively with senior leaders and the exams management team to drive continuous improvement and excellence across all exam activities.</p> <p>This role requires management of the Head of Exams and Head of Quality and Standards, and work closely with the Head of Education Operations, and entails championing innovative practices, alongside the Dean, Chief Examiner, and examiner colleagues. The successful candidate will ensure that all exam-related initiatives and business as usual activity are executed to meet our quality standards, supporting the RCEM's mission to maintain excellence in emergency medicine education.</p> <p>In addition to overseeing delivery, the Associate Director of Exams will provide leadership, management, and accountability across the exams function, embodying the College's core values.</p> |

Key Responsibilities

Strategic Leadership and Management

- Provide strong leadership and management of the exams team, fostering a culture of high performance, accountability, and continuous improvement.
- Work with senior leaders to develop strategies that enhance exam delivery, ensuring quality, consistency, and compliance with RCEM, GMC and AoRMC standards.
- Act as a champion for innovation and best practices, promoting modernisation and driving improvements within the exams department
- Deputise for the Director of Education where required

Collaboration and Stakeholder Engagement

- Build and maintain strong working relationships with internal and external stakeholders, including the Director of Exams, Heads of Departments, the Dean, Chief Examiner, and examiners.
- Ensure clear communication and collaboration between departments to align goals and share best practices with a College first approach

Innovation and Continuous Improvement

- Champion the delivery of the Exam Transformation Plan, ensuring alignment with strategic objectives and engaging stakeholders across departments, including the Dean, Chief Examiner, and Examiner colleagues.
- Collaborate closely with the Head of Exams, and Head of Quality and Standards and Head of Education Transformation, to deliver innovative solutions to exam related issues.
- Work with the Head of Education Transformation to monitor progress and performance of the Transformation Plan, identifying risks, addressing challenges, and ensuring successful outcomes.
- Promote a culture of continuous improvement by identifying opportunities for innovation in exam design, delivery, and evaluation.
- Encourage and support the professional development, fostering a learning environment that encourages excellence.

Policy Development and Compliance

- Analyse and interpret policy changes within the medical education landscape, ensuring RCEM exams remain at the forefront of regulatory and academic standards.
- Manage complex policy issues and provide expert advice to senior leadership on matters related to exam delivery

Performance Monitoring and Reporting

- Be responsible for the overall performance of the examinations teams, establishing clear metrics and performance indicators to monitor the success of exam initiatives and overall programme effectiveness.
- Ensure that there is a robust risk management approach across the exams department in line with the College's approach to risk management

Values

Respect each other's experience.

We celebrate the rich diversity of the RCEM ecosystem - employees, members and stakeholders. We respect each other's experience, meeting each other with dignity and humanity at all times.



This comes to life when we:

- Each contribute actively to strengthening a culture where different perspectives are expressed, encouraged and heard.
- Treat colleagues, members and stakeholders as valued equals.
- Do our best to be present for each other, interacting in an open and transparent manner.
- Acknowledge & challenge inappropriate behaviours and practices, offering support and seeking solutions.

Act with integrity, always.

We hold ourselves to the highest ethical standards, fostering trust and transparency within our College and with our members.



This comes to life when we:

- Do what we say we will do, communicating clearly and openly.
- Take responsibility and accountability for our actions, celebrating when things go well and staying curious about how we can learn from mistakes.
- Demonstrate patience and flexibility, even when things don't quite go to plan.
- Commit to a strong work ethic, striving to produce high quality work that is consistently delivered on time.

Collaborate for growth.

We know that teamwork and initiative are the key to achieving our strategic aims, and we actively seek opportunities to work together and leverage our diverse perspectives.



This comes to life when we:

- 'Collaborate by default', continually looking for ways in which we can join forces with colleagues, members and stakeholders to meet the College's objectives.
- Pay attention to the quality of our relationships, cultivating connection and fostering a positive working environment grounded in respect and integrity.
- Ask for feedback, reflect on it and learn from our personal and collective experiences.

Innovate relentlessly.

We create the conditions for a culture of continuous improvement, nurturing creativity and the pursuit of new ideas to drive positive change within our organisation.



This comes to life when we:

- Identify creative ways to optimise our resources by planning ahead and anticipating organisational, operational and customer needs and demands.
- Anticipate and welcome change as an inherent part of a growing, evolving organisation, and meet this change with hope and optimism.
- Acknowledge the importance of psychological safety as a prerequisite for innovation, actively encouraging risk-taking and creating a 'no-blame' culture.
- Have the courage to step outside our comfort zones, learning new skills and trying new approaches.
- Prioritise sustainable solutions, with choices that are in the long term interest of the College and our organisational objectives.
- Embrace the value of automation, by refining and automating processes - personally and operationally - wherever possible, to improve efficiency and effectiveness.

Person Specification

Essential

Desirable

Qualifications

- Good level of education
- Qualification in a related field

Practical experience

- Extensive experience in a senior leadership role, ideally within an educational or examinations environment, demonstrating a strong track record in driving high standards and performance.
- Significant experience in leading and managing medical examination processes or similar regulated educational activities.
- Demonstrated success in stakeholder engagement and relationship management at a senior level, including experience collaborating with multiple internal and external stakeholders.
- Significant experience in governance and compliance, particularly within an educational, regulatory, or academic setting.
- Experience working with UK medical training systems or within an organisation regulated by the General Medical Council (GMC).

Skills

- Strong strategic leadership skills, with the ability to inspire and empower teams to achieve high performance and continuous improvement.
- Ability to foster a high-performance culture and lead operational delivery.
- Excellent communication and interpersonal skills, with a proven ability to influence and negotiate at senior levels and act as an effective liaison across departments.
- Strong analytical skills, with the capacity to tackle complex issues through structured analysis and make sound, data-driven decisions.
- Proficient in programme and project management, including change management, risk assessment, performance monitoring, and reporting on key metrics.

Knowledge

- Deep understanding of the medical education landscape and familiarity with current trends, regulatory requirements, and best practices in exam delivery and assessment.
- Comprehensive knowledge of governance, compliance, and policy development processes, particularly as they apply to examinations.
- Familiarity with innovation and change management processes, with a focus on integrating new technologies or approaches in exam design and delivery.
- Knowledge of best practices and trends in assessment innovation and exam transformation, with a particular focus on digital and remote exam solutions.
- Understanding of educational accreditation standards and processes within a medical or health sciences context.
- Understanding of GMC standards and the UK medical education system, including the challenges faced by international postgraduate doctors.

Personal Qualities

- A proactive, results-oriented leader with a commitment to promoting a culture of excellence and continuous improvement.
- High level of integrity and accountability, with a dedication to upholding RCEM's core values in all aspects of the role.
- Strong organisational skills, with the ability to manage multiple priorities and work effectively under pressure.
- Flexible and adaptable, with a positive approach to innovation and change.
- An innovative thinker, with a creative approach to problem-solving and an openness to exploring new solutions.
- Demonstrable commitment to professional development, both personally and in supporting team members' growth and learning.

Policies & Guidelines

College Policies and Procedures

The post holder is expected to follow all College policies and procedures including those covered in the College HR manual.

Confidentiality

All employees are under an obligation to ensure that any information that he or she has access to, relating to RCEM business is kept confidential.

Health and Safety

Employees must be aware of the responsibilities placed on them under the Health and Safety at Work Act (1974), to ensure that the agreed safety procedures are carried out to maintain a safe environment for employees and visitors.

Risk Management

All staff have a responsibility to identify risks and report these to their line manager. In addition to report all accidents or incidents promptly and when requested to co-operate with any investigation undertaken.

Equal Opportunities

The RCEM is committed to its equal opportunities policy and it is the duty of every employee to comply with the detail and spirit of the policy.

Additional Information

This role profile is intended to provide a broad outline of duties that may be required and is not intended to be exhaustive. It is subject to review and amendment in consultation with the post holder in order to reflect changes in the pattern, organisation and development of the services required.

Organisation chart

