

# Job description

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|-------------------------|---------------------------------------------------------|
| <b>Job title:</b>       | Head of Assessment                                      |
| <b>Grade:</b>           | 5b                                                      |
| <b>Department:</b>      | Exams                                                   |
| <b>Responsible for:</b> | Head of ICBSE, Assessment Manager, Psychometric Analyst |
| <b>Accountable to:</b>  | Director of Exams                                       |

## Job summary

Lead on the assessment agenda for surgical and dental exams as Lead Educationalist on high-profile areas of development, working with collegiate and intercollegiate teams to ensure that proposed changes are presented effectively to both internal (intercollegiate) stakeholders and external stakeholders including the General Medical Council, General Dental Council and the Academy of Medical Royal Colleges.

Provide assessment expertise to support the delivery of College priorities, working collaboratively with Exam Boards and Committees, intercollegiate groups, College staff and other interested parties, overseeing the development and continual improvement of high-quality, sustainable assessments.

Oversee and develop quality assurance processes relating to candidate guidance, assessment design, examiner and exam board training, standard setting and result determination processes, ensuring that the College's exams reflect the current best practice in clinical assessment and remain valid and defensible.

The post holder will work closely with the Council Lead for Exams, the Director of Exams, the Executive Director of Professional Development, the ICBSE Chair and other intercollegiate stakeholders to ensure that best practice in assessment is central to the strategic planning and operational delivery of all relevant areas of activity.



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## Specific duties and responsibilities

### 1. Strategy and business planning

- Actively contributing to the development of the assessment priorities identified in the College's five-year strategy and implementation planning for each year
- Leading the practical implementation of the activities prioritised in the strategy for assessment activity, securing and allocating resources, identifying and managing any risks to delivery in practice
- Actively contributing to governance meetings, including, writing papers and reports for Learning and Assessment committee, Dental and Surgical Exams Committee, Council, ICBSE, other committees and working parties.
- Deputising for the Director of Exams

### 2. Developing assessment best practice

- Networking and horizon scanning to understand and implement best practice in assessment; bringing information and learning back to the College, including researching and attending conferences and sitting on special interest groups
- Identifying and developing potential new approaches to assessment practice using AI and other technology in developing the College's examinations
- Proactively building and maintaining effective relationships with Council and committee members, Exam Boards, external stakeholders and consultants
- Working collaboratively with colleagues across the College to review new opportunities for assessment development or review

### 3. Assessment Expertise

- Acting as lead professional for assessment to support College priorities in terms of high-quality examination provision
- Designing and overseeing training provision for examiners, question-writers, standard setters and other clinical roles within the assessment process
- Maintaining and developing the College's Quality Assurance Framework, and ensuring that each examination is compliant with each area of this (blueprinting, assessment production, standard setting, result determination)
- Overseeing and being accountable for the result determination process for all relevant examinations, and the provision of psychometric analysis to relevant stakeholders
- Acting as Lead Educationalist on intercollegiate areas of assessment development for the MRCS, working closely with the Chair of ICBSE and other intercollegiate clinical leads
- Providing oversight of the presentation of such development work and proposed changes in ICBSE's interactions with the General Medical Council, Academy and other external organisations in conjunction with the Head of ICBSE and other intercollegiate stakeholders.



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#### **4. Assessment Design, Development and Regulatory Compliance**

- Maintaining the overview of criteria, decision making, policy and processes for assessment design and development
- Drafting proposals for new assessments or changes to existing assessments and presenting these to a range of audiences within the College's governance structure
- Oversee the presentation of College assessment activity and changes within this to the relevant regulatory body, such as the General Dental Council or General Medical Council through routine inspections and change submissions.
- Leading on the analysis and reporting of outcomes by different protected characteristics, identifying interventions to ensure assessment is demonstrably fair.

#### **5. Leadership and Management**

- Recruiting and selecting team members to meet College priorities and business need
- Leading a team of staff with subject matter expertise in assessment and directing their activities
- Setting and monitoring team KPIs and targets to meet business plan and College priorities, managing performance against targets
- Coaching and mentoring the team, developing and supporting team members through change
- Actively participating as a member of the Senior Leadership Team in Exams and as a member of the Learning and Quality senior team

#### **6. Developing self and others**

- Identifying own development needs and setting personal development objectives in discussion with reviewer
- Proactively keeping up to date with evidence-based practice
- Proactively keeping up to date with information technology and remote assessment
- Updating own knowledge and skills to keep up to date with current theory and practice
- Enabling others to develop and apply their knowledge and skills

#### **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.

September 2026



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# Person specification

|                                        | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Desirable                                                                                                             |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>                  | <ul style="list-style-type: none"><li>• Postgraduate qualification in management, adult education or training and development or proven sustained and successful track record in these areas</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Postgraduate qualification in assessment</li></ul>                            |
| <b>Experience and skills</b>           | <ul style="list-style-type: none"><li>• Track record of successful assessment design and development</li><li>• Track record of assessment quality assurance process implementation</li><li>• Commissioning, monitoring and working successfully with external agencies, partners and consultants</li><li>• Experience of managing a team, including subject matter experts in assessment or training</li><li>• Evidence of strong project and programme management skills with a demonstrable track record of managing multiple projects, and ensuring project delivery to budget and on schedule</li><li>• Understanding and acceptance of principles of equality and diversity</li></ul> | <ul style="list-style-type: none"><li>• Experience of working in the healthcare or higher education sectors</li></ul> |
| <b>Technical competencies</b>          | <ul style="list-style-type: none"><li>• Expert knowledge of assessment theory and practice</li><li>• Expert knowledge of psychometric analysis in an examination context</li><li>• A high level of numeracy and computer literacy, with the ability to analyse large data sets and present findings</li><li>• Ability to grasp both complex and contentious issues swiftly and respond appropriately with potential solutions</li></ul>                                                                                                                                                                                                                                                    |                                                                                                                       |
| <b>People and interpersonal skills</b> | <ul style="list-style-type: none"><li>• Excellent interpersonal skills, including the ability to influence and persuade individuals at all levels</li><li>• Evidence of excellent negotiating and influencing skills to achieve a satisfactory outcome, adapting personal style to meet different situations</li><li>• Excellent communication skills, including the ability to clearly articulate</li></ul>                                                                                                                                                                                                                                                                               |                                                                                                                       |



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|  | <p>complex / technical concepts and to identify, summarise and convey the critical points of an argument</p> <ul style="list-style-type: none"><li>• Ability to present to a range of difference audiences</li></ul> |  |
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The post holder will also need to demonstrate the following values:

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| Collaboration | <b>We embrace our collective responsibilities working collaboratively and as one college.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | <ul style="list-style-type: none"> <li>• We work together, using our collective expertise and experience to effect positive change</li> <li>• We are open, honest and transparent, straightforward in our language and actions, acting with sincerity and delivering on our commitments</li> <li>• We take our responsibilities to each other, to patient care and to the environment seriously and we act with this in mind across our work</li> </ul>                                                                                                 |
| Respect       | <b>We value every person we come into contact with at the College as an individual, respect their aspirations and commitments in life, and seek to understand and meet their physical and wellbeing needs.</b>                                                                                                                                                                                                                                                                                                                                          |
|               | <ul style="list-style-type: none"> <li>• We treat everyone we meet with kindness and integrity and we seek to promote these behaviours in others</li> <li>• We actively seek a range of views and experiences across our work, and we listen to, and make everyone feel, a valued part of the team</li> </ul>                                                                                                                                                                                                                                           |
| Excellence    | <b>We aspire to excellence and success. We share learning from our experiences, apply feedback into practice, and commit to continual improvement.</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | <ul style="list-style-type: none"> <li>• We work hard to be the best at what we do, recognising and celebrating effort and achievement, and reflecting on our work, so we can learn and improve</li> <li>• We value and invest in research, education and training to drive excellence and put improvements in surgical practice, dentistry and patient care at the heart of our work</li> <li>• We always seek to learn and discover more, valuing knowledge and scientific evidence, basing our decisions on insights, fact and experience</li> </ul> |

The Royal College of Surgeons of England is an Equal Opportunities Employer. We are open to all talent and we actively ensure that all qualified applicants will receive equal consideration for employment without regards to age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.



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