

SINGLE CORPORATE SERVICES

Learning, Education & Development Department

Job title:	Head of Education Quality & Governance	To be completed by HR <i>Job Reference Number</i>
Reporting to:	Deputy Director of Education	
Accountable to:	Director of Education	
Pay Band:	8A	

As part of the Single Corporate Service, the role provides a service across both Isle of Wight NHS Trust and Portsmouth Hospitals University NHS Trust.

As the single corporate service will be delivered across both organisations, the post holder will be required to undertake business travel between sites. The frequency is anticipated at two days at each site, each week. Additional arrangements will be discussed on an individual basis and the staff mobility local agreement will apply.

Job purpose

The Head of Education Quality & Governance has a senior leadership role within the existing Learning, Education and Development (LEaD) Department, with professional responsibility for education quality, governance and assurance across the education portfolio delivered or coordinated by the department for Isle of Wight NHS Trust and Portsmouth Hospitals University NHS Trust. The post holder will provide expert, visible and inclusive leadership to ensure that education and training is effective, evidence based, learner-centred and aligned with departmental priorities, organisational workforce requirements, regulatory standards and national education requirements.

The post holder will establish and maintain a comprehensive education quality management framework covering undergraduate, pre-registration, postgraduate, apprenticeship, continuing professional development, clinical skills, simulation and statutory and mandatory learning. They will lead assurance, audit, evaluation, risk management and improvement activity, translating intelligence from learners, educators, incidents, complaints, workforce data and external reviews into measurable improvement.

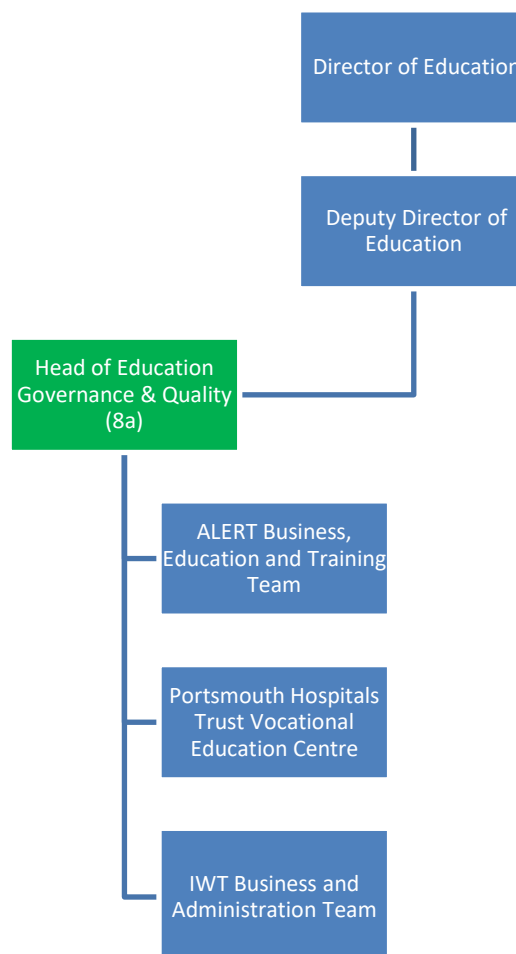
As a registered healthcare professional, the post holder will provide expert professional advice on education quality and learner safety, maintaining credibility with clinical leaders, education providers, regulators and commissioners. The role will work across professional boundaries and will not replace the statutory accountability of professional leads, practice assessors, supervisors or employing managers.

Job summary

- Provide strategic and operational leadership for education quality, governance and assurance within the Learning, Education and Development Department, supporting clinical and corporate services.

- Develop, implement and evaluate the LEaD Department's education quality strategy, framework, standards and annual improvement plan, aligned with organisational priorities and requirements.
- Provide robust assurance to the Director and Deputy Director of Education, site Education Governance Meetings and relevant workforce, quality and people committees.
- Build effective partnerships with clinical care groups, universities, further education providers, NHS England, professional regulators and regional education networks.
- Lead and oversee continuing professional development (CPD), NHS England returns, and compliance with Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC) education requirements. Provide line management for the ALERT Business Team, PHT VEC team and IWT site-based Education Business and Quality Team. Administrative support will be provided by the Education Business and Quality Team.
- Ensure learning from patient safety events, complaints, claims, audits, external reviews and examples of excellence is reflected in education priorities and programme design.
- Lead a systematic approach to quality improvement across the education portfolio, applying recognised improvement methodologies, using data and stakeholder feedback to test change, evaluate impact and ensure successful improvements are sustained and spread.

Organisational Chart



Specific Core Functions

1. Lead the design, implementation and continuous review of an integrated education quality and governance framework, including standards, controls, reporting routes and escalation thresholds.
2. Maintain strategic oversight of education quality risks, controls and actions, ensuring risks are appropriately described, scored, escalated and reviewed through Trust governance arrangements.
3. Lead timely investigation and response to significant education quality concerns and learner safety issues, working with clinical leaders, patient safety teams, HR, safeguarding and education providers as required.
4. Ensure that education quality concerns are managed fairly, proportionately and transparently, with clear evidence, documented decisions and agreed recovery plans.
5. Oversee the cycle of education audit and quality improvement, applying recognised quality improvement methods and evaluating impact against agreed outcomes.
6. Develop and maintain an education quality dashboard incorporating qualitative and quantitative measures, triangulating learner experience, placement data, workforce indicators, patient safety intelligence and programme outcomes.
7. Lead preparation for regulatory, commissioner and education-provider reviews and coordinate action plans arising from visits, reports, conditions or recommendations.
8. Coordinate responses to NHS England education quality requirements and professional regulatory standards, including those of the NMC, GMC, HCPC and other relevant bodies.
9. In conjunction with the wider LEaD team, provide expert advice on the education implications of service change, workforce redesign, new roles, new clinical pathways and changes to placement capacity.
10. Promote equality, diversity, inclusion, widening participation and psychological safety within learning environments, ensuring learner feedback identifies and addresses differential experience.
11. Lead the identification, dissemination and adoption of good practice in education quality through the LEaD Department across both organisations.
12. Provide professional leadership and line management, including objective setting, supervision, appraisal, wellbeing, capability, recruitment, development and succession planning for designated LEaD teams whilst working in partnership with the Senior Education Quality Administrator, who will provide administrative support to the role.
13. Manage delegated resources and budgets within standing financial instructions, demonstrating value for money and measurable benefit.

Key Responsibilities

Communication and Working Relationships

- Communicate highly complex, sensitive or contentious information to senior clinicians, executives, learners, education providers and external bodies where there may be significant barriers to acceptance or competing priorities.
- Use advanced influencing, negotiation, facilitation, coaching and conflict-resolution skills to secure agreement and sustain improvement.
- Present clear, evidence-based education quality reports and recommendations to executive, quality, people and education governance forums.

- Develop effective networks with directors of nursing, medicine and allied health professions, care group leadership teams, workforce colleagues, patient safety teams, safeguarding leads, learners and staff-side representatives.
- Represent the Trusts at local, regional and national education quality meetings and maintain productive relationships with universities, colleges, NHS England and professional regulators.

Analytical and Judgement

- Interpret and triangulate complex qualitative and quantitative information from multiple sources, where evidence may be incomplete, conflicting or sensitive.
- Exercise professional judgement in relation to learner safety, education quality, placement suitability and escalation, balancing immediate risk with workforce and service implications.
- Identify trends, variation and inequalities in education outcomes and recommend proportionate corrective or preventive action.
- Undertake or commission root cause reviews, thematic analysis, audits and quality impact assessments, ensuring recommendations are evidence based and measurable.

Planning and organising

- Formulate and deliver long-term education quality plans through the LEaD Department, affecting multiple services and professional groups across both organisations.
- Plan and coordinate complex programmes of assurance, audit, external review and improvement, adjusting priorities in response to emerging risks.
- Maintain an annual education quality cycle aligned with organisational governance, workforce planning, academic calendars and commissioner deadlines.
- Ensure business continuity and prioritisation arrangements are in place for essential education quality functions

Physical Skills

- The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g., standard driving or keyboard skills, use of some tools and types of equipment.

Patient Client Care

- Provide specialist professional advice that indirectly influences the safety and quality of patient care through workforce education and assurance.
- May have incidental contact with patients, carers and members of the public during learning environment visits or quality reviews.
- Maintain professional competence and practice within the standards and code of the relevant statutory regulator.

Policy and Service Development

- Lead the development, approval, implementation and review of LEaD Department education quality policies, procedures, standards and guidance for application across the services and learning environments supported by the department in both organisations.
- Interpret national policy, professional standards and contractual requirements, determining their implications for multiple services and professional groups.
- Contribute to organisational workforce, quality, patient safety and learning strategies, ensuring education quality is embedded in service development.

Financial Management

- Manage delegated resources and any approved budgets within the LEaD Department, monitoring expenditure, reporting through established financial governance arrangements and complying with Standing Financial Instructions.
- Demonstrate value for money by evaluating the impact, reach and outcomes of education quality investment.

Management/Leadership

- Provide visible, compassionate and inclusive leadership, role-modelling Trust values and professional standards.
- Line manage the ALERT Business Team and the PHT VEC Team members, with accountability for performance, conduct, attendance, appraisal, development and wellbeing. The post holder will work in partnership with the Senior Education Quality Administrator, who will provide administrative support to the role.
- Lead matrix teams and multi-professional working groups where members are not directly managed by the post holder.
- Create a learning culture in which concerns can be raised safely, feedback is welcomed and improvement is actively supported.

Information Resources

- Be responsible for the quality, integrity and appropriate use of education quality information, ensuring compliance with information governance and data protection requirements.
- Develop and maintain complex dashboards, reports, audit tools and data sets using appropriate digital applications.
- Ensure information is presented accurately and accessibly, with transparent definitions, limitations and assurance ratings.

Improvement Methodology

- Provide expert leadership in the selection and application of recognised improvement methodologies, including Model for Improvement, PDSA cycles, process mapping, root cause analysis and human factors approaches, ensuring methods are proportionate to the issue and intended outcome.
- Define clear aims, measures and expected benefits for education improvement initiatives, using baseline information and quantitative and qualitative data to monitor progress, variation, impact and unintended consequences.
- Engage learners, educators, clinical teams, service users and partner organisations in co-design, testing and evaluation so that improvements are evidence based, inclusive and responsive to experience.
- Build improvement capability across the LEaD Department through coaching, facilitation, practical tools and shared learning, supporting teams to test changes safely and adapt approaches in response to evidence.
- Ensure successful improvements are standardised, sustained and spread where appropriate, with clear ownership, controls, evaluation and reporting through established education governance arrangements.

Research and development

- Lead and coordinate a planned programme of education audit, evaluation and quality improvement across the services supported by the LEaD Department. Apply recognised methods, review evidence and outcomes, and use findings to inform assurance, service improvement and future education priorities.

Freedom to Act

- Work with a high degree of autonomy, guided by broad health, organisational and professional policies. The post holder will interpret requirements, establish standards and determine the appropriate course of action, escalating matters of significant risk or strategic consequence.

Physical effort

- A combination of sitting, standing, and walking with little requirement for physical effort. There may be a requirement to exert light physical effort for short periods.

Mental effort

- There is a frequent requirement for prolonged concentration, or there is an occasional requirement for intense concentration.

Emotional Effort

- Occasional exposure to distressing or emotional circumstances, or frequent indirect exposure to distressing or emotional circumstances, or occasional indirect exposure to highly distressing or highly emotional circumstances.

Working conditions

- Occasional exposure to unpleasant working conditions, or occasional requirement to use road transportation in emergency situations, or frequent requirement to use road transportation, or frequent requirement to work outdoors, or requirement to use Visual Display Unit equipment more or less continuously on most days.

Person Specification

Criteria	Essential	Desirable	<i>How criteria will be assessed</i>
Qualifications	<ul style="list-style-type: none"> • Current registration with a UK statutory healthcare regulator, for example NMC, HCPC, relevant to the post. • Master's degree in education, healthcare, leadership, quality improvement or a relevant subject, or equivalent level of knowledge and experience. • Evidence of substantial continuing 	<ul style="list-style-type: none"> • Recognised teaching, education or practice assessor qualification, or demonstrable equivalent experience. • Quality improvement, coaching, leadership or project/programme management qualification. 	Application

	professional development.		
Experience	<ul style="list-style-type: none"> • Substantial senior experience in healthcare education, practice education, workforce development, clinical governance or quality assurance within a complex healthcare organisation. • Successful leadership of department-led education quality, governance or improvement programmes affecting multiple services and professional groups within a complex healthcare organisation. • Experience of managing significant education quality concerns, risk and escalation. • Experience of developing and using dashboards, audit, evaluation and qualitative intelligence to provide assurance and drive improvement. • Experience of partnership working with higher education institutions, commissioners and professional stakeholders. • Successful line management and 	<ul style="list-style-type: none"> • Experience in a large acute NHS Trust. • Experience of external regulatory or NHS England education quality review. • Experience across more than one professional education pathway. • Experience of managing delegated budgets and procurement. 	Application/interview

	<p>development of staff and teams.</p> <ul style="list-style-type: none"> • Experience of writing and presenting reports to senior governance forums. 		
Knowledge	<ul style="list-style-type: none"> • Expert knowledge of healthcare education quality, clinical learning environments and learner safety. • Comprehensive understanding of educational governance, risk management, audit, quality improvement and assurance. • Detailed knowledge of relevant professional standards and the role of statutory regulators, including NMC, GMC and HCPC requirements as applicable. • Understanding of NHS England education quality expectations and the relationship between education, workforce, patient safety and service quality. • Knowledge of equality, diversity and inclusion, widening participation and the factors affecting learner experience and attainment. • Understanding of information governance, data protection and confidentiality. 	<ul style="list-style-type: none"> • Detailed knowledge and understanding of clinical and corporate governance and risk management systems and processes 	Application/interview

Compliance statement to expected organisational standards.

To comply with all Trust Policies and Procedure, with particular regard to

- Risk Management
- Health and Safety
- Confidentiality
- Data Quality
- Freedom of Information
- Equality Diversity and Inclusion
- Promoting Dignity at Work by raising concerns about bullying and harassment
- Information and Security Management and Information Governance
- Counter Fraud and Bribery

The Trust has designated the prevention and control of healthcare associated infection (HCAI) as a core patient safety issue. As part of the duty of care to patients, all staff are expected to:

Understand duty to adhere to policies and protocols applicable to infection prevention and control.

- Comply with key clinical care policies and protocols for prevention and control of infection at all time; this includes compliance with Trust policies for hand hygiene, standards (universal) infection precautions and safe handling and disposal of sharps.
- All staff should be aware of the Trust's Infection Control policies and other key clinical policies relevant to their work and how to access them.
- All staff will be expected to attend prevention and infection control training, teaching and updates (induction and mandatory teacher) as appropriate for their area of work, and be able to provide evidence of this at appraisal.
- To perform your duties to the highest standard with particular regard to effective and efficient use of resources, maintaining quality and contributing to improvements.
- Ensure you work towards the Knowledge and Skills Framework (KSF) requirements of this post. KSF is a competency framework that describes the knowledge and skills necessary for the post in order to deliver a quality service.
- Your behaviour will demonstrate the values and vision of the Trust by showing you care for others, that you act professionally as part of a team and that you will continually seek to innovate and improve. Our vision, values and behaviours have been designed to ensure that everyone is clear about expected behaviours and desired ways of working in addition to the professional and clinical requirements of their roles.
- Ensure you adhere to and work within local and national safeguarding children legislation and policies including the Children Act 1989 & 2004, Working Together to Safeguard Children 2013, 4LSCB guidance and the IWT / PHU Safeguarding Policy.
- Ensure you adhere to and work within the local Multiagency safeguarding vulnerable adults policies and procedures
- Ensure that you comply with the Mental Capacity Act and its Code of Practice when working with adults who may be unable to make decisions for themselves,
- Ensure that you maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff development and training.
- Respect the confidentiality of all matters that they may learn relating to their employment and other members of staff. All staff are expected to respect conform to the requirements of the Data Protection Act 1998, including the responsibility to ensure that personal data is accurate and kept up to date
- If your employment is to a post that requires you to be registered with a professional body, the continuation of your employment is conditional upon you continuing to be registered

with the appropriate professional body. The Trust will require evidence of current registration.

- Proactively, meaningfully and consistently demonstrate the Trust Values in your everyday practice, decision making and interactions with patients and colleagues.
- Perform any other duties that may be required from time to time.

This job description may be altered, from time to time, to meet changing needs of the service, and will be reviewed in consultation with the post holder.