

## Executive Education Learning and Development Specialist

IfM Education and Consultancy Services Limited, University of Cambridge.

**Permanent, full-time 37.5 hours per week**

**Salary:** circa £40,000

The main purpose of the job role is to facilitate the development and delivery of excellent executive and professional development courses based on the research outputs from the Institute for Manufacturing (IfM) and Department of Engineering at University of Cambridge.

Working as part of the Education and Professional Development team in IfM ECS, the right candidate will have passion and expertise in learning and development, supporting the translation of IfM research outputs into excellently rated education programmes that create impact for our clients.

The person we are seeking is likely to

- have an education background in two of the following three areas: science or engineering, business and management, education or learning and development with a post-graduate qualification in one
- have experience of managing and facilitating either inter-disciplinary post-graduate programmes in an academic environment or multiple-unit, learning and development programmes for industry
- have a passion for and expertise in learning and development
- have experience of working in a technology-based and/or manufacturing business

*There are six main areas of activity associated with this role (A to F) presented in the table below in the sequence in which they occur related to a programme. Their importance in relation to this job role is indicated in the last column with 1 being of highest importance.*

### AIMS AND OUTPUTS/OUTCOMES

	AIMS	OUTPUTS/ OUTCOMES	IMPORTANCE
A	<b>Define requirements for new programmes by:</b> <ul style="list-style-type: none"> <li>• working with the programme director and/or account manager and external client to define and capture a bespoke company programme definition or,</li> <li>• working with University of Cambridge academics and researchers to define new short courses based on research outputs and market needs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Programme definition captured in terms of client need, rationale, aims, behaviour changes, cohort profile, learning outcomes and preferred course structure and location.</li> <li>2. Agreed programme definition captured in terms of title, aims and learning objectives (client benefits), content and target audience.</li> </ol>	3

	AIMS	OUTPUTS/ OUTCOMES	IMPORTANCE
B	<b>Design and develop new active learning programmes by:</b> <ul style="list-style-type: none"> <li>Working with the programme director and client representatives in the design of new programmes, using a deep understanding of the client needs and target delegates to develop innovative and active learning based programme designs</li> <li>working with University of Cambridge academics and researchers to design new short course based on active learning principles.</li> </ul>	<ol style="list-style-type: none"> <li>1. Programme design which details the design at all required levels in terms of aims, learning outcomes, assessment and timetable which are all aligned and collated in an appropriate format.</li> <li>2. Session plans developed and reviewed for each session.</li> <li>3. Session materials developed and reviewed that demonstrate best practice in terms of style and content.</li> <li>4. Clear and comprehensive programme information and instructions.</li> </ol>	2
C	<b>Deliver excellent programmes by:</b> <ul style="list-style-type: none"> <li>Performing the role of Programme Director/Coordinator for established client programmes and new short courses</li> <li>Delivering / facilitating programme sessions in area of expertise</li> <li>Working with the client to provide and support group projects that work on real and strategically important issues</li> </ul>	<ol style="list-style-type: none"> <li>1. Proactive support of delegate learning by setting expectations, summarising key points, connecting and signposting content, responding to questions</li> <li>2. Sessions delivered rated as good to excellent in terms of timing, content, teaching method and style</li> <li>3. Provision of coordination and mentor support for programme projects</li> <li>4. Perceived by delegates to be open, engaging and responding effectively to their questions</li> </ol>	1
D	<b>Evaluate programmes to demonstrate impact and facilitate improvements</b> Through the use of effective evaluation techniques measure programme success at multiple levels (Kirkpatrick 1 to 4) to demonstrate programme impact to client and identify opportunities for and propose changes to enable continuous improvement to programmes.	<ol style="list-style-type: none"> <li>1. Effective and efficient evaluation methods designed and implemented</li> <li>2. Clear evaluation reports to clients and deliverers presented at different levels of detail as required which summarise successes and opportunities for improvements</li> <li>3. Course improvements proposed, agreed and fed into the design and development of subsequent programmes.</li> </ol>	1

	AIMS	OUTPUTS/ OUTCOMES	IMPORTANCE
E	<p><b>Facilitate effective and efficient programme development processes</b> by working with external and internal clients and stakeholders to develop new programmes or adapt existing materials for a specific company, ensuring timely development, appropriate blend of content delivery mechanisms, excellent quality and mitigation of risks.</p>	<ol style="list-style-type: none"> <li>1. New short courses and in company programmes are developed and delivered using a blend of delivery mechanisms that enable learning outcomes to be achieved.</li> <li>2. Effective management of the programme definition – to – evaluate lifecycle identifying risks and managing these appropriately.</li> <li>3. Robust implementation of QA process.</li> </ol>	2
F	<p><b>Support the ongoing running and growth of the Executive and Professional Development Business Unit</b> by working with colleagues and associates to ensure the smooth running and further growth of the Executive and Professional Education Business</p>	<ol style="list-style-type: none"> <li>1. New methods or sessions to support delegate learning e.g. simulations, e-learning etc.</li> <li>2. Activities to support capability development are delivered e.g. training sessions, workshops, small group or individual support</li> <li>3. Work with colleagues to address specific aspects related to Executive and Professional Development e.g. IP, copyright</li> </ol>	2

## ESSENTIAL COMPETENCIES REQUIRED FOR THE ROLE

KNOWLEDGE	SKILLS	BEHAVIOURS
<p>Management of inter-disciplinary post-graduate programmes and/or multiple unit executive education programmes.</p> <p>An understanding of large technology or manufacturing companies at both strategic and operational levels and how learning and development processes work in practice.</p> <p>Specialist knowledge in one or more areas related to: manufacturing, management, education, engineering, learning and development.</p> <p>Broad knowledge of the academic environment.</p> <p>Terminology associated with education and training programmes</p> <p>Effective active learning methods</p> <p>E-Learning and distance learning methods and relevant media and technologies</p>	<p>Able to work effectively and efficiently under own direction and cope with multiple projects and changing priorities.</p> <p>Able to manage projects that run to time, within budget and deliver excellent outputs.</p> <p>Able to facilitate programme sessions and deliver sessions in areas of expertise.</p> <p>Able to easily establish good relationships with clients and colleagues and build wide and effective networks.</p> <p>Communicates accurately, clearly, logically and concisely to the target audience avoiding unnecessary jargon or complicated language.</p> <p>Able to deal with complexity and quickly abstract connecting themes and underlying logic.</p> <p>Able to make quick, clear decisions and apply QA policies and procedures.</p> <p>Able to use virtual learning environments and on line tools to support delegate learning and course evaluation</p>	<p>Proactive communicator.</p> <p>Takes action to achieve agreed milestones and goals and reports on progress.</p> <p>Able to work in a small, service delivery business where flexibility and adaptability are essential.</p> <p>Works collaboratively and flexibly to shape and develop new ideas and proposals.</p> <p>Takes time to develop relationships with colleagues and clients.</p> <p>Develops self by keeping up to date in fields of professional interest.</p> <p>Supports learning in others.</p>

## DESIRABLE COMPETENCIES REQUIRED FOR THE ROLE

KNOWLEDGE	SKILLS	
<p>Broad knowledge of Institute for Manufacturing (IfM) research areas and expertise in at least one.</p> <p>Education related sales and proposal writing</p>	<p>Able to work with spreadsheets to set up and manage course revenue allocations.</p> <p>Able to develop distance learning sessions</p>	

To apply for this role, please send your CV and covering letter to:

Alison Martin, Senior Office Administrator, IfM Education and Consultancy Services Ltd  
Email: [aem91@cam.ac.uk](mailto:aem91@cam.ac.uk) / Tel: 01223 768211

Closing date: Tuesday 17 September 2019

## UNIVERSITY OF CAMBRIDGE

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. It is made up of more than 18,000 students from all corners of the world, nearly 9,000 staff, 31 Colleges and 150 Departments, Faculties, Schools and other institutions.

Executive Education is a growing business for the University of Cambridge - it supports its mission by extending educational opportunities and disseminating research that is of benefit to society. It is also strategically important as a means of generating income and developing relationships with external organisations that can benefit both parties. There are number of Executive Education providers across the University of Cambridge of which IfM ECS is one.

## INSTITUTE FOR MANUFACTURING (IfM)

The IfM is part of the University of Cambridge's Department of Engineering. With a focus on manufacturing industries, the IfM creates, develops and deploys new insights into management, technology and policy. We strive to be the partner of choice for businesses and policy-makers, as they enhance manufacturing processes, systems and supply chains to deliver sustainable economic growth through productivity and innovation.

## IfM EDUCATION & CONSULTANCY SERVICES LIMITED (IfM ECS)

IfM ECS is a wholly-owned subsidiary of the University of Cambridge. It transfers to industry the new ideas and approaches developed by researchers at the IfM. Its profits are gifted to the University to fund future research activities.

## EXECUTIVE AND PROFESSIONAL DEVELOPMENT

The Executive and Professional Development (EPD) business unit undertakes a range of activities defining, designing, developing, delivering and reviewing Executive and Professional Development offerings based on the research outputs from the Institute for Manufacturing (IfM) and the Department of Engineering.

Education programmes are typically targeted at delegates working in global manufacturing and technology companies either as bespoke programmes for specific companies or as open programmes for delegates from a wide range of sectors.

Our programmes are based on active learning principles - they include projects, discussion, exercises, cases and use of IfM tools to bring theory to life and enable practice. They require:

- effective relationships with clients to understand their needs
- careful design and development to build delegate capability by combining different aspects of knowledge and skills
- excellent facilitation and management

We are an award-winning provider of bespoke professional development programmes being awarded the 2018 [EFMD Excellence in Practice \(EiP\)](#) Silver Award in the "Professional Development" category for its Learning and Development Partnership with Atos and Paderborn University. The EiP award identifies outstanding case studies of effective and impactful Leadership and Development interventions between partner organisations.

