

JOB DESCRIPTION

Royal College of Physicians College Tutor

- Accountable to:** (Professionally) Health Education *East of England* (HEE *EoE*) and the Royal College of Physicians (RCP) (Managerially) Trust Board of his/her Local Education Provider (LEP)
- Reports to:** Head of School of Postgraduate Medicine
Clinical Tutor or Director of Medical Education of his/her LEP
- Job Purpose:** The College Tutor will, on behalf of HEE *EoE*, RCP and LEP, oversee the training of junior doctors in Core Medical Training (CMT), and ensure that trainees in ST3 posts and above are receiving appropriate generic and general internal medicine experience
- Appointments Process:** The post will be advertised internally within the LEP and interested consultants and other clinicians on the specialist register will be asked to submit expressions of interest. Applicants who fulfil the attached person specification will be formally interviewed by a panel including the Head of School and a RCP Regional Advisor (Training or Service) or Deputy Regional Advisor, the LEP Clinical Tutor or Director of Medical Education (DME), the LEP Clinical Director (or representative) and a representative from the LEP's personnel department
Details of the successful candidate should be provided to the CMT Department of the JRCPTB.
- Tenure:** Three years, but may be extended by a further two years

Key Responsibilities

1. Education and Training Roles

The College Tutor will:

- a. be a member of the CMT committee of the HEE *EoE* School of Postgraduate Medicine; he/she should attend meetings of this committee (currently three per year) whenever possible.
- b. liaise with his/her LEP's education department, including the DME or Clinical Tutor, Educational Supervisors, Associate College Tutor(s) and trainees to devise a high quality local training programme with protected teaching time to deliver the CMT curriculum.
- c. provide the details about individual trainees' rotations required to populate "Placement Manager" to the School of Medicine and HEE *EoE* administrative teams in a timely fashion when requested
- d. assist with the delivery of CMT and higher specialty regional training programmes.
- e. ensure that Trust and departmental induction programmes are in place and are completed by all trainees (including intermediate starters); a record of trainees completing induction should be kept
- f. be aware of the need to balance training and service needs. This includes the avoidance of unnecessary / repetitive duties without educational benefit and of workloads which prevent attendance at educational activities.
- g. be responsible for coordinating training for all parts of the MRCP examinations. This includes:
 - i. promoting "Medical Masterclass" to those preparing for Parts 1 and 2 of the examination; this has previously been funded by HEE *EoE* and was available in all education centre libraries; since the introduction of placement fees, Medical Masterclass is no longer funded as a specific item in the LDA. However, the School of Postgraduate Medicine strongly recommends that LEPs continue to fund it
 - ii. local training aimed at preparing for the PACES examination
- h. be responsible for coordinating a local bleep-free training session equivalent to at least one hour per week specifically for CMTs, which is mapped to the CMT curriculum
- i. ensure that his/her LEP's areas (for medicine and for CMT) of the School of Postgraduate Medicine's website provide relevant information and are kept up to date
- j. encourage trainees to regularly visit the HEE *EoE* website
- k. encourage and facilitate CMTs' attendance at the HEE *EoE*-commissioned Regional Training Days, mock PACES and simulation training days
- l. in collaboration with Specialty Training Programme Directors (TPDs)
 - i. ensure that generic and general internal medicine training are available for speciality registrars and trainees
 - ii. assist in resolving local difficulties in specialty training
- m. in collaboration with the Foundation Training Programme Director

- i. ensure that opportunities are available for Foundation trainees to meet the relevant requirements of the Foundation curriculum
- n. in collaboration with GP Speciality Training Programme Director
 - i. ensure that opportunities are available for GP speciality trainees to meet the relevant requirements of the GPST curriculum

2. Appraisal and Assessment of Trainees

The College Tutor will:

- a. be responsible for co-ordinating appraisal and assessment of all core medical trainees (CMTs). This will include ensuring that all educational supervisors are given HEE *EoE*'s "CMT Educational Supervisors' Guidance" and "Educational Supervisors' Job description" and that all educational supervisors and trainees are given HEE *EoE*'s "CMT ARCP Timeline"
- b. ensure that:
 - i. appraisals are held at the beginning and middle of each attachment, with appropriate development and review of personal learning plans,
 - ii. a final assessment meeting takes place towards the end of the post to review educational achievements.

These appraisals and assessments will be carried out by the trainees' educational supervisors, but the ultimate responsibility for ensuring that appraisals and assessments are actually completed rests with the trainees themselves.
- c. promote the use of the portfolio locally, providing local support and training as necessary for trainees and educational supervisors
- d. review all CMTs ePortfolios approximately 4 months before their ARCPs are due, providing advice to each CMT of the outstanding requirements to satisfy the relevant decision aid and recording this in the ePortfolio as an interim review. In general, this should be done in late January for CMT2s and late March for CMT1s
- e. ensure that all CMTs' educational supervisors complete Educational Supervisor's Reports approximately 6 to 8 weeks prior to their planned ARCPs; this will allow sufficient time for any deficiencies identified to be rectified before their actual ARCP. In general, these should be completed in March/April for CMT2s and in April/June for CMT1s
- f. be responsible for:
 - i. selecting and allocating educational supervisors, ensuring that they meet HEE *EoE*'s educational supervisor person specification
 - ii. ensuring that educational supervisors understand their role and have a copy of HEE *EoE*'s educational supervisor job description
 - iii. ensuring that educational supervisors perform their role satisfactorily and that there is objective evidence of this; it is recommended that this includes feedback from trainees (using HEE *EoE*'s "Trainee Feedback Form"), feedback from ARCP panels (when received) and completion of HEE *EoE*'s "Educational Supervisor's Annual Report and/or HEE *EoE*'s "Educational Supervisor Performance Review"

- iv. ensuring that educational supervisors meet the requirements of all seven areas of the Academy of Medical Educators “Framework for the Professional Development of Postgraduate Medical Supervisors”
- v. ensuring that named clinical supervisors meet the requirements of areas one to four and seven of the Academy of Medical Educators “Framework for the Professional Development of Postgraduate Medical Supervisors”
- g. assist with the ARCP process, including attending ARCP panels when needed and using ARCPs to identify possible improvements in the educational environment.
- h. ensure that all staff, including non-consultant staff, and particularly registrars, who are performing workplace-based assessments (WPBAs) are trained to do so.

3. Quality Assurance of Training

The College Tutor will:

- a. participate in such procedures as may be specified by the GMC, HEE *EoE* and the RCP to monitor the quality of training, including the GMC trainee survey
- b. publicise the JRCPTB’s CMT Quality Criteria and ensure that these are used to drive up the quality of training in his/her LEP so that all the criteria are met
- c. facilitate feedback from trainees on placements in his/her LEP, discussing any concerns raised with the relevant committee, and assisting in correction of problems.
- d. make local arrangements for and co-ordinate relevant visits (e.g. by the School of Medicine).
- e. ensure the educational value of individual posts justifies their inclusion in CMT programmes.
- f. provide annual reports to the LEP and the School of Medicine (QM1) demonstrating how the local training programme is performing against the expected standards.
- g. make the Head of School aware of any relevant major concerns, which have not been amenable to rapid local resolution, particularly those relating to trainee or patient safety

4. Trainee support, including for those with particular educational needs, careers support and pastoral role

The College Tutor will:

- a. ensure the provision of careers support for trainees, in collaboration with educational supervisors and the School of Medicine. In particular, advice about career progression to ST3 must be available.
- b. identify and provide specific advice and support to trainees who are failing to progress satisfactorily, or otherwise require additional support, in conjunction with the relevant TPDs.

- c. ensure that trainees requiring an extension to training have a remedial training plan which addresses the training needs identified in their previous ARCP. For CMTs whose extension is for failure of the MRCP(UK) examination, it is recommended that SLEs are conducted in a way which mimics the relevant station in the PACES examination
- d. give advice to trainees with particular training needs, including less than full-time training.
- e. provide pastoral support to trainees who require confidential help from someone other than their educational / clinical supervisors. Details about this pastoral role of the Tutor should be highlighted during induction
- f. provide support to trainers when needed, including those supervising trainees who are failing to progress satisfactorily or otherwise require additional support

5. Selection and Allocation of trainees

The College Tutor will:

- a. assist with recruitment processes for CMTs such as interviewing when requested
- b. assist when relevant with recruitment processes for higher medical trainees when requested

6. Representing the interests of the RCP, the Postgraduate School of Medicine and providing a link between the LEP and the RCP regional structures.

The College Tutor will:

- a. publicise and encourage trainees to attend local, regional and national training events organised by or on behalf of the RCP
- b. disseminate other information from the RCP to trainees, e.g. about publications, educational events and other relevant developments at the college or school. This will include maintaining a RCP notice board
- c. propose trainees who are adequately prepared for the MRCP examination, ensuring that those who are inadequately prepared are advised to delay their application.
- d. counsel trainees who have failed the examination when requested
- e. be aware of who his/her RCP Regional Advisers are and maintain regular contact with them and the Speciality Schools' Administrators and Co-ordinators at HEE *EoE*
- f. feedback issues raised locally to the College
- g. ensure there is a forum within the LEP's Department of Medicine (e.g. a faculty group), which allows communication with trainers and trainees about relevant educational issues
- h. provide advice to the RCP about nominations of colleagues for FRCP and higher awards
- i. assist the RCP by the provision of manpower data, when requested

7. Nominating and liaising with RCP Associate Tutors

Each LEP should have an RCP Associate Tutor who should be a trainee who will:

- a. be selected jointly by the trainees and College Tutor
- b. act as a link between trainees and the College Tutor
- c. assist the College Tutor with the delivery of education and training.
- d. meet regularly with the College Tutor
- e. attend relevant regional trainee meetings held at HEE *EoE* (e.g. the CMT Group or the HST Group depending on his/her grade)

In many LEPs the RCP Associate Tutor is a CMT. Where CMTs do both years of their programme in the same LEP, it is best practice to have a CMT2 as the RCP Associate College Tutor with a CMT1 as his/her deputy to facilitate succession planning

8. General

- a. The above list is not intended to be exhaustive. The RCP College Tutor must use his/her judgement to identify and fulfil other relevant duties
- b. The duties and responsibilities outlined above may vary over time and are subject to national and local review and amendment



Health Education East of England
Directorate of Education and Quality
School of Medicine

Person Specification RCP College Tutor

Essential criteria	Desirable Criteria	How identified
Be a Fellow, Member or Affiliate Member of the Royal College of Physicians of London and a local consultant in one of the medical subspecialties.	Strong sense of professionalism	CV / application Interview
Have genuine enthusiasm for education and relevant, up-to-date training in teaching methods.	Relevant PG certificate e.g. RCP Training the Trainers	CV / application Interview
Have detailed, up-to-date knowledge of the requirements of postgraduate training, the regulations involved and the examinations, assessments and appraisals that juniors are required to undertake.		CV / application Interview
Able to demonstrate an active involvement in education and training issues and have an appropriate and current working knowledge of educational requirements.		CV / application Interview
Fulfilment of all seven areas of the Academy of Medical Educators “Framework for the Professional Development of Postgraduate Medical Supervisors”	Training within the last 3 years	CV / application Interview
Appropriate training in selection methods including equality and diversity training	Training within the last 3 years	CV / application
Able to attend relevant national and local College and School meetings		Interview
Excellent organisational skills		Interview
Excellent communication, counselling and liaison skills – a readiness to listen and empathise		Interview
Problem solving abilities and a flexible, practical approach.		Interview