

Job Descriptions of Education Supervisor, Specialty Tutor &
Director of Medical Education

JOB DESCRIPTION – Educational Supervisor

Accountable to: Local Education Provider, Foundation/Specialty School

Reports to: Director of Medical Education via Foundation Programme
Director or Specialty Tutor

Tenure: Indefinite, to be reviewed annually

Job Purpose:

An educational supervisor is a named individual who is responsible for supporting, guiding and monitoring the progress of a named trainee for a specified period of time. He/she may be in a different department, and occasionally in a different organisation, to the trainee. Every trainee should have a named educational supervisor and the trainee should be informed of the name of his/her educational supervisor in writing.

Key Responsibilities

1. They should have received appropriate training for the role:-
 - Completed the appropriate local / regional training
 - Understand educational theory and practical educational techniques
 - Be familiar with the structure of the training programme, the curriculum and the educational opportunities available.
 - Be familiar with local policies for dealing with trainees in difficulty.
 - Have sufficient identified time in the job plan to carry out role effectively
2. The educational supervisor should oversee the education of the trainee, acting as his/her mentor and meeting with the trainee to ensure that he/she is making the expected clinical and educational progress.
3. The educational supervisor should ensure that all meetings occur in protected time and are held in a private and undisturbed environment.
 - a. They should meet with the trainee during the first week of his/her post to:-
 - ensure that the trainee understands his/her responsibility for his/her own learning, the structure of the programme, the curriculum, the educational opportunities available, the assessment system and the relevant portfolio
 - sign the Educational Agreement
 - develop a personal learning plan with the trainee which is mutually agreed and which will be the point of reference for future appraisals
 - establish a supportive relationship
 - b. The educational supervisor should meet with the trainee to carry out regular educational appraisals, ensure review of and reflection on all aspects of Good Medical Practice. Before each meeting, (and if necessary after the meeting) the educational supervisor should exchange information with those involved in the clinical supervision of the trainee and other key personnel with whom the trainee is working. During each meeting:
 - review progress with the personal learning plan

- the personal learning plan should be updated if necessary
 - the supervised learning events, workplace based assessments and the attendance at formal teaching events should be reviewed
 - the trainee's portfolio should be reviewed to ensure that it is being maintained and developed by the trainee.
 - **Note:** *The trainee has overall responsibility for ensuring that his/her portfolio is maintained and developed and that all relevant documentation is completed at the appropriate time and signed off where necessary*
 - clinical performance and professionalism should be reviewed (see 6)
 - any complaints and / or serious incidents should be discussed and a reflective note written in the portfolio. These should be mentioned on the Educational Supervisors Report and the Enhanced Form R for the ARCP.
 - the trainee should be given honest and constructive feedback
 - the trainee should be given the opportunity to comment on his/her training and the support that is being provided. Any problems that are identified by the trainee should be discussed and a solution should be sought.
4. The educational supervisor should ensure that the Educational Supervisor's Structured Report is completed and returned to the Annual Review of Competence Progression Panel within the necessary timescales. This may require seeking feedback on the trainee's performance from other Trainers and Clinical Supervisors.
 5. The educational supervisor should ensure that the trainee knows how to access careers advice and support.
 6. If a trainee's clinical performance and/or professionalism is not reaching the required standard, the educational supervisor should ensure that
 - This is discussed with the trainee as soon after the problem is identified as possible and that a written record of the meeting is kept
 - Remedial measures are put in place with clearly defined written objectives so that the trainee has the opportunity to correct any deficiencies
 - All relevant key personnel (including the Medical Director and the Postgraduate Dean) are kept fully informed.
 7. If a trainee is otherwise in difficulty, the educational supervisor should ensure that the local policy for managing trainees in difficulty is followed.

Person Specification for Educational Supervisor

Attributes	Essential	Desirable
Qualifications	<p>GMC full registration</p> <p>Specialist or General Practitioner registration</p>	<p>Postgraduate qualification in education</p>
Knowledge & Skills	<p>Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally.</p> <p>Enthusiasm for delivering training</p> <p>Evidence of current training in:</p> <ul style="list-style-type: none"> • Train the trainer • Appraisal and feedback • Relevant workplace-based assessments • Relevant portfolio • Equality and diversity <p>Effective communications skills, motivating and developing others, approachability, good interpersonal skills.</p>	<p>Evidence of supporting trainees and trainers.</p> <p>Understanding of uses of IT in education.</p> <p>Evidence of personal development in medical education</p> <p>Evidence of delivering well evaluated teaching sessions/tutorials</p>

JOB DESCRIPTION - College/Specialty Tutor

The College/Specialty Tutor is responsible, within their defined area, for overseeing the delivery of the training programmes to all postgraduate medical trainees. They should ensure a learning environment at departmental level which is challenging, supportive and, where appropriate, multi-professional. They should be appointed jointly by the Local Education Provider (Medical Director or DME) and appropriate Specialty/School representative. They are managerially accountable to the Clinical Director/Lead of the department with professional responsibility to the DME and Training Programme Directors.

General Responsibilities

- To ensure that the educational, pastoral & career planning needs of all trainees in your department are being addressed
- To implement, monitor and improve the training programmes in the department in conjunction with the DME, FTPD & the Specialty School(s)
- Where appropriate to work with the relevant Foundation & Core Programme tutors to ensure the specialty placement fulfils the programme requirements
- To represent their specialty area at training committees, both internally and externally, as required
- To ensure, along with the DME, that all those involved in training and assessing trainees have received appropriate training
- To manage trainee performance issues in line with Trust policy and in conjunction with the DME
- To ensure, in conjunction with the Clinical Director, that trainees receive appropriate departmental induction and are competent to practice prior to starting clinical practice
- To represent the College/Specialty body in the workplace and vice versa

Key Result Areas

- Educational plans and timetables appropriate to individual's learning needs
- Regular meetings with Clinical Director / Lead to discuss training and workforce issues and evidence that training is valued within the directorate. Service reconfiguration and training requirements are discussed together.
- All trainees will have a named educational supervisor who understands his/her role
- Provision of educational programme of both formal and work-based learning opportunities covering both specialty and generic curricula in collaboration with colleagues and programme directors
- Clear evidence of the delivery, uptake and effectiveness of learning for trainees in all aspects of the curriculum
- Departmental induction occurring in the specialty which is evaluated and attendance recorded
- Chairing and organising a Departmental Faculty Group – *see NACT UK guidance*
- Attendance at local and regional education meetings as appropriate
- Active involvement in recruitment, assessment and annual review processes
- Recording of information required by local, regional and national quality control processes and the provision of a report as necessary
- Counselling and Careers Advice available for all trainees

Personal Development

Develop an appropriate education PDP to be discussed and approved at annual appraisal.

Annual review of the role should take place with the DME, and independently with the CD as part of the job plan review.

JOB DESCRIPTION - Director of Medical Education

Note: The appointment of a Director of Medical Education is a matter for the service and for the individual Trust / Board. The attached job description and accompanying person specification is provided as guidance only.

The Director of Medical Education (DME) is responsible for maintaining and developing high quality medical education and training within their NHS Trust / Board. He or she:

- should develop a local strategy for medical education and training and be responsible for its provision, quality control and improvement;
- will ensure that medical education and training is fully integrated with the delivery and future requirements of the service both operationally and strategically;
- will work closely with the both postgraduate and undergraduate deans in ensuring the delivery of medical education and training to meet the standards of regulatory bodies; and
- will ensure the delivery of the Learning & Development Agreement with the LETB in England, or equivalent SLA in the other 3 UK countries.

Education and training are core NHS responsibilities and require robust governance policies and procedures. The provisions for delivering medical education and training within an NHS Trust / Board should encompass undergraduate medical students, postgraduate medical trainees, and career grade doctors. The DME should also be concerned with the processes of NHS appraisal, revalidation, and continuing professional development of all doctors - including provision of pastoral support. Therefore, in addition to postgraduate medical education and training, DME responsibilities should extend across the continuum of medical education to include undergraduate education and continuing professional development. They will also have a role in developing and supporting a wider multi-professional education agenda.

Specialty training is programme-based and designed to deliver nationally agreed standards. The size of specialty training programmes varies across specialties and, while each will have a Training Programme Director (TPD), the number of Educational Supervisors (ES) and Clinical Supervisors (CS) will relate to the numbers of trainees on the programme. Although there is flexibility, an ES would not normally expect to supervise more than four trainees.

The DME may be a consultant or general practitioner within the NHS Trust / Board and usually reports to the medical director. They will have a close professional relationship with the relevant postgraduate dean(s) to ensure quality control of training programmes as set out in the GMC Quality Management Framework. He or she may also combine the role with that of an educational and/or clinical supervisor.

General responsibilities within the Trust / Board

The DME will:

- take responsibility for ensuring that the Trust / Board can achieve the standards of postgraduate and undergraduate medical education and training, as set by the General Medical Council (GMC), in all placements within the Trust / Board including those provided in primary care;
- in association with the local postgraduate dean, provide professional leadership and vision on medical education and training issues for the Trust / Board;
- in association with the appropriate stakeholders including postgraduate and undergraduate deans, produce, implement and monitor a strategy for the provision of medical education and training at all levels;
- liaise with medical schools to ensure a smooth transition from undergraduate to post graduate training;
- align medical training and education with service objectives as defined by the Trust / Board and
- represent the Trust / Board on medical education and training issues, both externally and internally.

In order to deliver these the DME will:

- work with the LETB / Deanery and with the local university medical school to:
 - identify structure(s) for the local delivery of medical education and training, (including postgraduate foundation, specialty and sub-specialty training programmes and/or placements within such programmes) ensuring that all those involved have clear roles and responsibilities and are accountable for those educational roles; and
 - support and develop all educational and clinical supervisors and be involved in their appointment.
- manage resources and budgets devolved to support medical education and training.
- manage data collection and reporting processes necessary for both internal quality control as well as external reporting to the PG Dean for regulatory bodies such as the GMC.
- Develop system of exception reporting of incidents and complaints with the governance departments to comply with requirements of revalidation for trainees.
- liaise with other educational leaders in the development of multi-professional learning as appropriate.
- work with other DMEs to support training arrangements or programmes across the region eg Lead Employer arrangements etc

Key Result Areas

The DME will:

- provide evidence of robust systems for educational governance and quality control as required by statute for the GMC and other external bodies as required
- ensure that trainers and trainees employed by the Trust / Board are fit for purpose;
- report to the NHS Trust / Board, as appropriate to ensure awareness of the impact of changes in medical education and training on the Trust / Board; and
- in partnership with the postgraduate Foundation & Specialty schools implement, monitor and improve medical training placements within the Trust / Board.

Procedure for appointment and accountability

The appointment process will be the responsibility of the Trust / Board and the postgraduate and (where relevant) the undergraduate deans should be involved in the appointment. It is expected that the DME will be managerially accountable to the medical director.

An annual review of the role should take place with the postgraduate dean and medical director with written output to take forward into their appraisal process

To ensure professional development within this role DMEs should join NACT UK and attend regional and national meetings of an educational nature.

Requirements

The duties will normally require 3-5 Pas of protected time, which should not be in addition to full-time clinical work.

Goods & Services – mileage, laptop & mobile internet access.

Administrative support (1 Grade 5 WTE) & office space.

Person Specification

Factor	Essential Criteria	Desirable Criteria	How obtained
Attainments	<ul style="list-style-type: none"> Held a senior or significant appointment in the NHS 	<ul style="list-style-type: none"> GMC full registration Hold Specialist or General Practitioner registration Minimum of 5 years experience as a consultant or general practitioner 	Application Form
Knowledge and Interests	<ul style="list-style-type: none"> Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally. Interest and enthusiasm for improving delivery of medical education and training and of continuing professional development. Knowledge of assessment methods. 	<ul style="list-style-type: none"> Evidence of relevant research and/or publications. Evidence of experience at strategic level of national or international education organisations. 	Interview
Special Aptitudes	<ul style="list-style-type: none"> Evidence of ability to work in a team and to organise and manage the work of the department. Effective leadership and communications skills, motivating and developing others, approachability, good interpersonal skills. Evidence of delivering well evaluated teaching sessions/tutorials. Ability to manage change. 	<ul style="list-style-type: none"> Understand strategies for supporting trainees and trainers. Understand use of IT in education. Evidence of successful delivery of training programmes. Evidence of working with other specialties/professions. Evidence of audit/research in medical education. 	Interview
Physical requirements	<ul style="list-style-type: none"> Health standards applicable – senior health professional in NHS Acceptable attendance record 		OH, Application form Interview Referees