

Royal Colleges of Physicians Tutors (*Local Training Programme Directors*)

Rationale for a new Job Description and appointment process

Recent changes in the structure and management of Postgraduate Medical Education has necessitated a review of the job description for RCP College Tutors, which was last revised in 2004. In preparing this new job description it was felt that the following factors were of particular importance and worthy of some introductory remarks:

- General professional training for Senior House Officers has within the last year been re-badged as Core Medical Training (CMT)
- A key role of the College Tutor, the preparation for and learning from GPT visits has been lost and is now replaced by a more hands on Educational role overseeing a group of Core Medical Trainees
- Traditionally, in many Trusts, College Tutors have been relatively junior consultant physicians, often the most recently appointed. The range of skills and experience required to fill the Tutor's role in future are likely to favour applications from more senior colleagues with a strong educational interest. Increased expectations of performance from Tutors will need to be matched by the provision of appropriate resources. The most important of these will be adequate time in the job plan.
- It is clear that Deanery "Schools" of Medicine (or some equivalent structure) will have overarching responsibilities for the delivery and the quality of Postgraduate Education in the Medical Specialties. The close collaboration that has developed between Deaneries and the College in working to develop these structures has been a very positive outcome of MMC. Many senior and experienced College educationalists have been appointed to senior positions within the Schools. Wherever possible we would wish to work with and through the Schools in the pursuit of high educational standards.
- The College Tutor will be a key part of the "School of Medicine" but will also be the local representative of the RCP.
- This dual relationship is best understood by stating that the Tutor will be professionally responsible to the College but accountable for their educational management performance to the Deanery and Trust.
- Some schools have suggested that these new arrangements should be recognised by changing the name of this role from "College Tutor" to "Local Training Programme Director" There are some advantages in working towards a common classification of educational roles but our Tutors tell us that they wish their role as local representatives of a particular College to be clearly visible. If the term "Local Training Programme Director" (or some local variant) is used it should appear as "Local Training Programme Director (**RCP Tutor**)".
- The process for the appointment of College Tutors will need to reflect this dual responsibility. Our view is that that the appointments procedure should be formal and involve input from School, College and Trust and that there should be absolute clarity about responsibilities, accountability and the time allocated in job plans for College Tutor work.
- It is difficult to quantify the work which will be undertaken by Tutors given the current transitional situation. It is certain that the co-ordination of educational supervision, workplace based assessments and portfolio issues will require an increase in work from current levels. Much will depend on the size of the Trust and the level of delegation to postgraduate administration staff possible. It seems unlikely to us that, even in the smaller Trusts, the College Tutor could discharge his or her responsibilities with less than one PA dedicated to this work and that 2 PAs may be a more reasonable allowance of time
- In drafting this job description areas of work have been defined which **might** reasonably be undertaken by a Tutor. The job description is not meant to be prescriptive and clearly much will depend on local circumstances and resources.

Royal Colleges of Physicians Tutor (Local Training Programme Director)

1. Roles and Responsibilities

The post-holder will on behalf of the Deanery, Trust and Royal Colleges of Physicians (RCP) oversee the training of junior doctors in Core Medical Training. He/she will be jointly accountable to the Head of School for Core Medical Training, or its equivalent, on behalf of the College and to the Medical Director or nominated Deputy within the local Trust.

Performance in the role will be reviewed annually and the post will normally be for three years, with exceptionally a further year. The post-holder will be jointly appointed between Deanery, RCP and Trust and there will be adequate recognition of time required to undertake the post. This job description should be read in conjunction with the Guidance for Appointment.

2. Education and training

- The Tutor will be a member of the local School Education Committee or equivalent.
- The Tutor will liaise with the Trust Postgraduate Department (Director of PGME or Clinical Tutor), Educational Supervisors, Associate College Tutor and trainees to devise a high quality local training programme with protected teaching time to deliver the CMT curriculum.
- The Tutor will assist with the delivery of Regional Training Programmes, including MRCP/PACES training.
- The Tutor will ensure that local Induction programmes are in place and are taken up.
- The Tutor will be aware of the need to promote procedures which maintain a balance of training and service needs. This includes the avoidance of unnecessary / repetitive duties without educational benefit and of workloads which prevent attendance at educational activities.

3. Appraisal and assessment of Trainees

- The Tutor will have a key role in co-ordinating appraisal and assessment of all CMT trainees
- Ensuring appraisals are held at the beginning and middle of each attachment, with appropriate development of a personal learning plan and ensuring that a final assessment meeting takes place towards the end of the post to review educational achievements. The obligation to carry out these appraisals and assessments rests with the educational supervisor of the post.
- Promoting the use of the e-portfolio locally, providing local support and training as necessary for trainees and educational supervisors.
- To ensure that educational supervisors are trained for their role.
- Assisting with the ARCP process. Using this periodic review to discuss possible improvements in the educational environment.

4. Quality Assurance of Training

- Participation in such procedures as may be specified by PMETB and the Postgraduate School to monitor the quality of training.
- Facilitation of local placement feedback, discussing any concerns raised with the relevant committee, and assisting in correction of problems.
- Arranging and co-ordinating any necessary visits.
- Assessing the educational value of individual posts for inclusion in CMT programmes.

- Providing annual reports to the Trust and Deanery demonstrating that the programme is meeting the expected standards.
- Making the College aware of any major concerns, particularly those relating to Trainee or Patient safety, which have not been amenable to local resolution.

5. Career advice, support for trainees with particular educational needs and pastoral role

- Provision of career guidance and practical support for trainees, in collaboration with educational supervisors and the Postgraduate School. In particular, advice about career progression to ST 3 will be required.
- Identification of and provision of specific advice and support to trainees in difficulty, in conjunction with the Programme Director.
- Giving advice to trainees with particular training needs, including flexible training.
- Trainees may require confidential help from someone other than their educational / clinical supervisor. Details about this pastoral role of the Tutor should be included in the induction package for each programme.

6. Selection and Allocation of trainees

- Involvement in selection to ST 1 & 2, and regional programme allocation.
- Assistance with the processes for progression to ST 3 training.

7. Representing the interests of the Royal College of Physicians, the Postgraduate Schools of Medicine and providing a link between the hospital/Trust and the RCP Regional structures.

- The College organises many meetings, conferences and teach-ins, which Tutors should play an important role in publicising and which they should encourage all trainees to attend.
- Disseminate information from the RCP to trainees. RCP Tutors receive information on training, publications, educational events and other relevant developments at the College that can be circulated to colleagues or displayed on the RCP notice board.
- Doctors above ST2 will usually refer to the relevant training committees or the Postgraduate Dean, but may also seek the advice of the Tutor.
- RCP Tutors' are required to propose candidates for the Membership examination and should be able to provide support to these candidates including advising on when to undertake the examination. Counselling should also be provided for those who have failed the examination.
- RCP Tutors should be aware of who their RCP Regional Advisers are and maintain regular contact with them and the Manager of the RCP Regional Office, as appropriate.
- RCP Tutors are well placed to feed back issues raised locally to the College and should ensure that communication takes place between colleagues within the hospital/Trust
- Tutors may be asked to provide advice about nomination of colleagues for FRCP and higher awards and to assist the College by the provision of manpower data, usually acquired by Censuses.

8. Nominating and liaising with RCP Associate Tutors

- RCP Associate Tutors represent the interests of junior doctors and act as a link between trainees and the RCP Tutor. There should be one in each hospital/Trust who is able to assist the RCP Tutor with the delivery of education and training.
- Regular meetings should be held between the RCP Tutor and the RCP Associate Tutor

This list is neither exhaustive nor prescriptive and serves to indicate a range of potential roles. Details will depend on local circumstances and resources

RCP TUTOR (LOCAL TRAINING PROGRAMME DIRECTOR)

Guidance for Appointment

Role of the RCP Tutor (Local Training Programme Director)

RCP Tutors are local representatives of the Royal College of Physicians and are also part of Postgraduate Schools of Medicine (or equivalent Deanery-based structures). They are professionally responsible to the College and have educational and managerial responsibilities to the local Postgraduate School of Medicine and local NHS Trust.

The primary role is to work within the local School and Trust educational structures to ensure that high quality postgraduate education in Medicine is in place. The Tutor will be responsible for the overall management and quality control of the programme within their local area. In some Trusts this responsibility may extend to more than one hospital. In larger Trusts the appointment of more than one Tutor or of a Tutor plus Deputies should be considered. RCP tutors will be concerned mostly with Core Medical Training (CMT) but in some Trusts, by agreement and with appropriate support, may be involved with more senior trainees undertaking level 2 training in Acute and Internal Medicine.

Appointment of RCP Tutors

The appointment process should be competitive and transparent. It will be initiated by the School of Medicine and advertised within the Trust using standard HR procedures. It is suggested that the appointment is for three years and is subject to satisfactory annual appraisal. Exceptionally the post-holder may be renewed for a further year.

Composition of the Interview Panel

The Panel should represent all parties with a legitimate interest (Deanery, Trust and College). The following constitution is suggested:

- Head of School of Medicine
- Head of Core Medical Training or Programme Director for appropriate CMT programme (Who may deputise for the Head of School)
- Trust Medical Director or nominated Deputy
- RCP Regional or Deputy Regional Adviser (If different from the Head of CMT)

The College, Trust, and Postgraduate School should have appropriate notification of the appointment process and details of the successful candidate should be provided to the CMT department of the JRCPTB.

It is vital to include the Local Trust in the appointment process so that issues regarding job planning can be dealt with and discussion can jointly occur about local objectives. Key issues are:

- The job plan will state the duties and responsibilities of the Tutor and will clearly state the expected time commitment (in PAs) e.g. for 10-15 trainees we would suggest a minimum of 1 supporting professional activity (SPA).
- This time commitment may be recognised as additional PAs or by an agreed reduction in other PAs. This is a matter for local negotiation.

- The job plan will describe the annual process of appraisal and objective setting.

Person Specification

The appointment should be made using the following Person Specification

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
Understand the principles of appraisal and assessment and have had appropriate training.	Training within the last 5 years	CV / application Interview
Appropriate training in Selection methods	Training within the last 5 years	CV / application
Awareness of the issues around handling trainees in difficulty	Training within the last 5 years	Interview
Able to attend relevant national and local College CMT 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