



# **Royal Colleges of Physicians Tutor – Role Description**

March 2011




## Rationale for a new Role Description

- before the inception of Core Medical Training (CMT), General Professional Training (for 'SHOs') was overseen by RCP Tutors at hospital level
- following the inception of CMT and the development of Schools of Medicine in 2007, the Gold Guide and Deanery structure have mandated the development of CMT Training Programme Directors (CMT TPD) at Deanery / Locality level
- some deaneries have appointed local (hospital-level) CMT TPDs to supervise training within a particular hospital. In some, but not all, instances, this person is the RCP College Tutor (RCP CT), embracing a more formal deanery role
- the local CMT TPD role has many similarities to the RCP CT role but there is a clearer line of responsibility to the Deanery / School of Postgraduate Medicine, whilst maintaining professional responsibility to the College
- The RCP CT has roles additional to those of a CMT TPD
- RCP CTs are not automatically part of the CMT SAC or part of the Deanery School of Medicine structure, nor do they routinely receive information from these bodies
- the RCP Tutor role was last reviewed in 2007 and is now reviewed in light of continuing changes in postgraduate medical education and service quality issues
- with the loss of the traditional college visit, the college wishes to strengthen its links with physicians in hospitals in order to improve detection of patient safety issues and improve standards (eg acute medicine delivery, handover) and quality
- the RCP CT already links with the Regional Adviser (RA) network. The strengths of the links are being increased by a series of informal meetings ('conversations')
- the delivery of GIM for dually accrediting StRs is patchy, the RCP CT may have a role in strengthening this.

## Outline

- part of the RCP CT role described below is aligned with the hospital-level CMT TPD function; additional sections clarify the role of the RCP CT in 'higher' training and in non-training work
- the additional (largely service-related and non-CMT training) responsibilities cover areas that are important for the RCP (quality and standards)
- existing CMT TPDs *could* take on the additional RCP CT roles. If they choose not to, the new role description will have sufficient clarity about the additional function in order to attract and appoint a separate person. In this situation, the local CMT TPD and RCP CT should work together to avoid overlaps / gaps in delivery of the functions of both
- existing RCP CTs *could* take on a local CMT TPD role but this would be subject to local deanery appointment procedures
- RCP CTs are not paid by the RCP – the relationship is professional only. However, a clear statement about the time commitment required will assist with recognition of the role when SPA time is assessed in Job Planning.
- In 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 proscriptive and clearly much will depend on local circumstances and resources.



## Role of the College Tutor in Core Medical Training

The post-holder will, on behalf of the Deanery, Trust and Royal Colleges of Physicians (RCP) oversee the training of specialty training registrars (StRs) in Core Medical Training. He/she will be jointly accountable to the Head of School and Core Medical Training Programme Director, on behalf of the College and to the Medical Director or nominated Deputy within the local Trust. The post-holder will be expected to promote compliance with all issues in relation to CMT. He/she will meet with all the CMT StRs on a regular basis to fulfil these requirements. The appointment procedure will be based on local Deanery appointment procedures but will involve RCP and Trust representation.

### 1. 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 StRs 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 MRCPUK and skills 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 processes and systems 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.

### 2. Appraisal and assessment of StRs

- the Tutor will have a key role in co-ordinating appraisal and assessment of all CMT StRs, ensuring appraisals are held at appropriate time points, encourage the development of personal learning plans, reflective practice 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 work-place based assessments and e-portfolio locally, providing local support and training as necessary for StRs and educational supervisors
- to assist with local procedures to ensure that educational supervisors are trained for their role
- assisting with the ARCP process and using this periodic review to discuss possible improvements in the educational environment.

### 3. Quality of Training

- participation in such procedures as may be specified by GMC and the Postgraduate School to control and manage the quality of training to inform the Quality Assurance processes
- reviewing the results of the GMC survey and any local placement feedback surveys, discussing any concerns raised with the relevant committee, and assisting in correction of problems
- arranging and co-ordinating any necessary visits to the Local Education Provider (LEP)
- assessing the educational value of individual posts for inclusion in CMT programmes
- providing annual reports to the Trust and Deanery, if required, demonstrating that the programme is meeting the expected standards
- assisting with local appraisal of educational supervisors, as required
- making the College and Deanery aware of any major concerns, particularly those relating to StR or Patient safety, which have not been amenable to local resolution.

### 4. Career advice, support for StRs with particular educational needs and pastoral role

- provision of career guidance and practical support for StRs, in collaboration with educational supervisors and the Postgraduate School. In particular, advice to FY2 doctors about a career as a physician, and advice to CMT StRs about progression to ST3 Medical Specialty training

- identification of and provision of specific advice and support to StRs in difficulty, in conjunction with the Programme Director and Deanery
- advice to StRs with particular training needs, including less than full time training and academic StRs.
- provision of confidential help for StRs from someone other than their educational / clinical supervisor if required.

#### **6. Selection and Allocation of StRs**

- involvement in selection to CT1 and CT2 posts, and allocation to programmes / posts
- liaison with regional and local HR teams, CMT TPD etc
- providing information about resignations, requests for programme alteration
- assistance with the processes for progression to ST 3 training.

### **Role of the College Tutor in General (Acute) Internal Medicine training**

Some tutors will be involved in the delivery of training, and advice about training, to StRs at ST3+ level who are dually accrediting, with particular focus on assisting the completion of GIM. This might include assistance with local and regional GIM training (which may be done in conjunction with CMT teaching), advice about GIM experience, outpatient sessions etc. When undertaking this role, liaison with the Deanery GIM Specialty Training Committee will be expected. Inclusion of Specialty Doctors (at StR equivalent grade) could be considered within this section.

### **Role of the College Tutor in other RCP functions, Quality and Service improvement**

RCP Tutors are local representatives of the Royal College of Physicians. The postholder will liaise with the Royal College and Regional Advisers in order to help deliver some of the RCP aspirations, particularly in relation to CPD, service quality and patient safety.

#### **1. Representing the interests of the RCP, 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 StRs and consultants to attend
- disseminate information from the RCP to StRs and consultants. RCP Tutors receive information on publications and other relevant developments at the College that can be circulated to colleagues or displayed on the RCP notice board
- RCP Tutors' may be required to propose StRs for the MRCPUK 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
- promoting training, hosting and examining for MRCPUK
- RCP Tutors should maintain regular contact with their Regional Advisers and the Manager of the RCP Regional Office where there is one
- 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 consultant colleagues for FRCP and higher awards and to assist the College by the provision of manpower data, usually acquired by censuses
- careers advice to student doctors and Foundation StRs considering a career in medicine

## **2. Nominating and liaising with RCP Associate Tutors**

- RCP Associate Tutors represent the interests of StRs and act as a link between StRs 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 and StRs committees, where appropriate.

## **3. Acute Medical Care liaison**

- the pattern of acute medical admissions and admission pathways has undergone considerable change over recent years. The postholder should be familiar with the arrangements for the Acute Medical Service in their hospital, and liaise, where appropriate with the RCP Acute Care Officer.

# **RCP TUTOR – Guidance for Appointment**

## **Appointment of RCP Tutors**

The appointment process should be competitive and transparent. It will be 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. The post-holder may be renewed annually for a further two years, with agreement.

## **Composition of the Interview Panel**

The RCP Tutor is professionally responsible to the College and may have educational and managerial responsibilities to the local Postgraduate School of Medicine and local NHS Trust. The Panel should represent all parties with a legitimate interest (Deanery, Trust and College). The following constitution is suggested:

- Head of School of Medicine
- Core Medical Training Programme Director
- Postgraduate Medical Director or nominated Deputy
- Trust Medical Director or nominated Deputy
- RCP Regional Adviser

One person may represent more than one role. However, it is vital to include the local Trust in the appointment process so that issues regarding job planning and expenses (eg travel to relevant national / college meetings) 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 CMT StRs a minimum of 1 supporting professional activity (SPA) is suggested
- 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

The College, Trust, and Postgraduate School should receive appropriate notification of the appointment process. Details of the successful candidate must be provided to the CMT department of the JRCPTB and the Regional Adviser (and Regional Office Manager where present).

## 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 and a desire to promote Medicine as a specialty and to promote quality of care and Patient Safety	CV / application Interview
Have genuine enthusiasm for education; relevant, up-to-date training in teaching methods and a desire to improve training	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 StRs are required to undertake	familiar with the relevant curricula and ePortfolio	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	track record of effective training	CV / application Interview
Understand the principles of appraisal and assessment and have had appropriate training	in-date training	CV / application Interview
Appropriate training in Selection methods, and training in Equality and Diversity	in-date training	CV / application
Awareness of the issues around handling StRs in difficulty	in-date training	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