

College Tutor: job description

Accountable to: Clinical Director and Training Programme Director/Head of School

Reports to: Director of Medical Education

Tenure: The post is for three years, renewable for a second term, subject to meeting objectives

Aim – To ensure all doctors in training receive appropriate training and education within O&G and that the trust has a focus on education and training.

Appointment

The College Tutor should be a joint appointment between a specialty representative from the Trust, such as the Clinical Director and Director of Medical Education. The role will be discussed and formalised with the clinical director during job planning and appropriate SPA time allocated. Direct clinical care sessions (DCC) may need to be reduced, as the role involves time during work hours.

The role of the College Tutor is to coordinate obstetrics and gynaecology training and education in an individual trust.

The responsibility for delivering that training and education lies with the Trust, on behalf of and resourced by the Postgraduate Dean. The Tutor should oversee the provision of specialty specific education within the department.

This is a specialist post with responsibility for the day-to-day coordination of high-quality multidisciplinary education in obstetrics and gynaecology. The post is critical to achieving an integrated multidisciplinary approach to a comprehensive educational package. They should ensure a learning environment that is challenging, supportive, and, where appropriate, multi-professional. They are responsible for supporting supervisors and educators, overseeing the delivery of the training programmes to all specialty trainees, and supporting the professional development of Specialists, Associate Specialist and Speciality Doctors (SAS) and Locally Employed Doctors (LEDs) within their department. It is likely that College Tutors may have other roles, which could include being an Educational Supervisor, Clinical Supervisor, SITM Preceptor or SITM Educational Supervisor role.

Roles and responsibilities

Support & develop supervisors and educators

- Assign doctors to GMC recognised educational supervisors/named clinical supervisors (ES/NCS) six weeks before the start of the post (allows specialty trainees information to plan an early meeting, especially for Return to Training (RTT) doctors after a break in clinical practice)

- Support the professional development of supervisors and educators with updates, educational resources and training programme developments at Local Faculty Group.
- With the Director of Medical Education, be responsible for identifying, and making sure local Educational Supervisors have undertaken the appropriate training to GMC standards and are accredited to do the role ([Educational Supervisors' toolkit](#))
- Support the named supervisor(s) (ES/NCS) in managing a doctor with specific issues, ensuring appropriate signposting for a written report with an agreed action plan and escalating to the Clinical Director, DME, and TPD when necessary.
- Ensure that the relevant supervisor is informed when a specialty trainee is named in a significant incident or complaint, and that they receive a debrief and support. They should also be signposted to wellbeing resources, when required, before, during, and after the investigation process.
- Meet with supervisors to review their roles, discuss achievements and challenges, and encourage educational development. Document this meeting so the supervisors' portfolio can be included in their NHS appraisal.
- In cases of complaint against an educator, provide direct support (or signpost where appropriate).

Support the specialty trainees, SAS doctors and LEDs

- Ensure that departmental induction occurs, that it is evaluated, and that attendance is recorded. Confirm department information is updated in the induction handbook/website
- Assign each specialty trainee with an accredited/recognised supervisor who understands their role.
- Ensure SAS / LED doctors who need educational and / or clinical supervision have a named senior doctor to support professional development.
- Ensure that the education, pastoral, and career-planning needs of all specialty trainees within the specialty area are addressed.
- Encourage and support experienced SAS doctors to become educational and clinical supervisors where appropriate and signpost to appropriate training resources to fulfil the role
- Identify any doctors who are in training and in difficulty and support them at a local level, in conjunction with the DME / School/Training Programme Director/Workplace Behaviour Champion.
- In certain circumstances, the Tutor may be able to provide mentoring support to an individual specialty trainee but the roles need to be clear to all parties. The Tutor should utilise alternative support structures where appropriate, such as for complex support needs or if there is a conflict of interest.
- Provide an educational programme of scheduled/timetabled and work-based learning opportunities covering specialty and generic curricula in collaboration with colleagues and programme directors.
- Liaise with the local Education Supervisor and Ultrasound Educational Coordinator on the delivery of ultrasound training within the unit.
- Facilitate the provision and supervision of the RCOG Special Interest Training Modules (SITMs).

- Ensure specialty trainees have protected study time to access local and regional education programmes and rostered and protected self-development time per the relevant curriculum. Facilitate study leave to ensure competency progression as determined by the curriculum and the Training Matrix. Ensure all LED/SAS doctors have study leave and funds commensurate with Employer policy. Facilitate the use of an RCOG ePortfolio.
- Oversee specialty trainees via the e-Portfolios relevant to their training programme.
- Take part in the Annual Review of Competence Progression (ARCP) of O&G trainees.

Ambassador for patient safety

- Ensure specialty trainees receive adequate clinical supervision and do not work beyond their clinical competence or compromise patient safety.
- In conjunction with the Clinical Director, ensure that all specialty trainees receive appropriate departmental induction, understand expected duties, and are competent to perform them before starting clinical practice.
- Educate all multi-professional team members about their role as educators, to observe performance, perform requested assessments, and give feedback to all doctors to ensure quality patient care at all times.
- Encourage any other member of staff to discuss any concerns about patient safety. The Tutor will address the concerns and escalate as appropriate.
- Ensure this process is included within departmental induction, both written and verbal.

Education Leader for the department

- Chair the Local Faculty Group to inform supervisors & educators, discuss training and other doctors' performance and develop the learning environment.
- Work with colleagues to ensure that 360-degree feedback/multi-consultant reports are completed.
- In conjunction with the DME and Training Programme Director, implement, monitor, and improve the department's speciality training programmes.
- Where appropriate, work with the relevant Foundation, Core Programme & GP tutors to ensure the specialty placement fulfils the programme requirements.
- Represent their specialty area at training committees, both internally and externally, as required.
- Ensure, along with the DME, that all those involved in training and assessing doctors have received appropriate training.
- Where appropriate, represent the College body in the workplace and vice versa.
- Attend the relevant College Tutor meetings and work with regional representatives where available.
- Support the learning requirements of Medical Training Initiative trainees in post until the closure of the scheme.
- Ensure that a local trainees committee is formed and led by specialty trainees to discuss any issues involving training at least quarterly.

Quality

- Review the GMC /RCOG TEF and NETS training surveys data, placement feedback, monitoring visit reports and direct feedback from specialty trainees to provide the Education Department with an annual action plan to improve training in their department.
- Provide updates on this action plan to the Director of Medical Education and the appropriate Head of School/TPD
- Ensure the actions required from any School visits are completed. Proactively use other quality data to improve department training.
- Record information required by local, regional and national quality control processes and the provision of a report as necessary.

Specialty Trainee Contract

- Create generic work schedules with Human Resources for all specialty trainees in the department and share them with relevant named supervisors to enable individualised educational plans.
- Collaborate with the Guardian of Safe Working when concerns raised with the work schedule through exception reporting.

Workforce and Finances

- Attend regular meetings with the Clinical Director to discuss training and workforce issues and provide evidence that training is valued within the directorate. Service reconfiguration and training requirements should be addressed together.
- Ensure transparency and accountability for tariff and education resources.
- Play an active role in recruitment and ARCP processes.

Professional & Personal Development & Support

- Meet with DME annually to review the Tutor role, discuss progress and personal development requirements, and assess the attainment of the specific yearly goals, with updates if required in between.
- Develop an appropriate education PDP to be discussed at the 3 yearly educational accreditation and at the annual appraisal.
- Network with Tutors locally, regionally and nationally to gain ideas, share good practice and receive peer support.
- Ensure that the annual review of the role takes place with the Clinical Director as part of the job plan review.

Key working relationships

- Director of Medical Education

- Head of School/STC Chair, School TPDs, Workplace Behaviour Champion, SITM Preceptors, SITM Educational Supervisors, SAS and LED Tutors, Educational Supervisors and Clinical Supervisors
- Human Resources
- Rota Coordinator

Time required and job planning

- Time is required within job plans to ensure this role is undertaken to a high standard. The RCOG recommends:
- 1 programmed activity (PA) for up to 20 trainees in the specialty (excluding foundation)
- 1.5 PAs for 20–40 trainees
- 2 PAs for more than 40 trainees

Evaluation of the role and succession planning

This role reflects the present requirements of the post as approved by the Specialty Education Advisory Committee (SEAC) of RCOG. A new College Tutor should be appointed at least 3 months before the end of the current holder's term of office and they should work closely together during this time in order to facilitate a smooth take-over period.

- Person Specification: for College Tutor

REQUIREMENTS	• ESSENTIAL	• DESIRABLE
Qualifications	• Registered with a licence to practice with GMC, in good standing • Completed necessary educational supervisor training and be a recognised supervisor / trainer by GMC • Evidence of annual appraisal • Substantive consultant/Locum Consultant or SAS Doctor in obstetrics and/or gynaecology in UK NHS Practice	• Postgraduate qualification in education • Coaching qualification • MRCOG/FRCOG
Knowledge & Skills	• Knowledge of the O&G curriculum and training matrix • Familiarity with the Foundation and General Practice Curriculae • Knowledge of management and governance structures in medical education and training • Awareness of current processes in the delivery of medical education and training nationally and locally • Enthusiasm for delivering training	• Evidence of supporting specialty trainees and trainers • Experience in coaching or mentoring • Understanding of uses of IT in education • Evidence of personal development in medical education • Evidence of delivering well-evaluated

	• A knowledge and understanding of Equality & Diversity legislation, regulations and procedures • Have evidence of equal opportunities and diversity training within previous 3 years • Knowledge of GMC regulations, the Education Funding Agreement held with NHS Workforce, Training and Education (WTE) or Deanery (4 nation equivalent) HR policies • Completion of the Educational Supervisors' toolkit Race equity in the workforce	teaching sessions/tutorials or simulation scenarios • Experience of attending ARCP panels • At least one year as an Educational Supervisor • Have experience of organising training in O&G
Interpersonal Skills	• Skilful communication skills, motivating and developing others, good interpersonal skills • Approachable and able to make time to see trainers and specialty trainees • Well-organised with good time management skills • Demonstration of leadership capabilities • Empathetic, tactful and able to deal with sensitive and confidential issues	• Able to co-operate with other health professionals to promote multi-disciplinary working • Previous clinical leadership experience and/or commitment to leadership training