

UNIVERSITY HOSPITALS OF LEICESTER NHS TRUST

JOB DESCRIPTION – COLLEGE TUTOR

POST: College Tutor

LOCATION: UHL

TENURE: 3 years with an option of extension of 2 years.

ABOUT UHL, OUR VALUES AND BEHAVIOURS

UHL's **purpose** is to deliver "Caring at its best" for all the people who visit Leicester's hospitals, either as patients, the public or as staff.

As one of the largest and busiest teaching hospitals, our **vision** is to move from where we are now to where we want to be. Locally known as the journey from '**Good to Great**'.

In undertaking this role you are expected at all times to behave in accordance with our **Trust values** which demonstrate your commitment to the delivery of high quality services to patients. This will be in accordance with agreed objectives, targets, quality standards, controls and resource constraints.

Our **values** are:

1. We **treat** people how we would like to be treated 
2. We **do** what we say we are going to do 
3. We **focus** on what matters most 
4. We are **one team** and we are best when we work together 
5. We are **passionate** and **creative** in our work 

Job Description

Background

The College Tutor is the consultant responsible for postgraduate medical education in a nominated specialty within UHL. The Tutor is jointly appointed by a representative of the relevant College, the Head of Specialty School and the UHL Director of Medical Education. Major changes in the structure of Postgraduate Training and Education and other developments have led to increased expectations of College Tutors by the Colleges, Deaneries, Trusts and trainees.

To fulfil this expanding role, the College Tutor requires a broad range of skills and experience and it is important that time provision is made in the Tutor's job plan. College Tutors can generally be allocated 1 PA per week in their role as College Tutor (NACT Guidance 2014)

The range of skills and experience required to fill the Tutor's role in future is likely to favour applications from experienced consultants with a strong educational interest and the ability to network effectively with colleagues in the College, Deanery and the Trust.

Job Summary

1. To ensure local delivery of education and training against College standards and curricula.
2. To represent the relevant College in UHL.
3. Establish and maintain excellent working relationships with all stakeholders in accordance with UHL Values and Behaviours.
4. Oversee the Educational Supervision process.
5. Provide career advice and practical support for trainees in collaboration with the Educational Supervisor and relevant Specialty School.
6. To undertake CPD in education and training

Key Working Relationships

1. Trainee doctors
2. Educational Supervisors
3. Director of Medical Education/ Deputy
4. UHL Clinical Tutors
5. UHL Clinical Management Group (CMG) Education Leads
6. CMG Managers
7. Head of Health Education East Midlands (HEEM) Specialty School and Training Programme Directors
8. Regional Adviser for the College

9. Associate Post Graduate Dean
10. Relevant College staff

Scope

Education and Training

- Co-ordinate the delivery and ensure the high quality of postgraduate education and training in UHL with protected teaching time to deliver the curriculum;
- Ensure that the educational opportunities and environment within the department meets the standard set by the College and fulfils the needs of trainees
- Ensure that strategies are in place that seek to maximise the training value of every patient contact;
- Ensure high quality induction programmes are in place, attended and recorded in line with clinical governance requirements;
- Ensure there is appropriate access to scheduled deanery-based formal learning opportunities;
- Ensure an appropriate balance between service and training needs is maintained. This includes the avoidance of unnecessary duties without educational benefit and of workloads which regularly prevent attendance at educational activities;
- Ensure trainees have reliable access to appropriate IT and internet learning;
- Ensure trainees participate in audit;
- Ensure there is appropriate access to examination teaching;
- Encourage trainees to undertake presentations, understand research methodology and critical appraisal through appropriately structured journal clubs;
- Encourage trainee attendance at the College Annual Conference and other suitable meetings.
- Be aware of the outcome of quality monitoring (including the GMC Trainee Survey, UHL Quality Dashboard). In conjunction with the CMG Education lead, respond to issues raised, develop and support the implementation of a resultant action plan

Representation /Relationships

- The College Tutor works closely with the Directors of Medical Education (DME)/ Clinical Tutors for the Trust to ensure that the local deanery's learning agreements are met.

- S/he will represent the relevant specialty on the UHL Medical Education and Training Committee which is responsible for ensuring that the local educational facilities and learning environment are of a high standard.
- S/he will facilitate local placement feedback and will support the co-ordination of any necessary visits to review training provision.
- S/he will act as local representative for the College in UHL, ensuring information from the College is passed on to trainees and colleagues.
- The College Tutor will attend meetings of the relevant Specialty School on a regular basis, in order to work effectively with the School.

- In this role, s/he will support the regional training programmes and assist in the Annual Review of Competency Panel [ARCP]/RITA process as required, using this opportunity to discuss possible improvements in the educational environment. S/he will also assist in the selection of trainees.
- The College Tutor will

Accountability

- Professionally responsible to the College and Health Education East Midlands (HEEM)
- Managerially responsible to the DME and HEEM
- Contractually responsible to the Trust if SPA time for this post is identified on the job plan.

Educational Supervision

The Tutor will:

- Ensure that all trainees are allocated an Educational Supervisor, have timely appraisals and have access to appropriate career advice, including issues regarding flexible training;
- Ensure educational supervisors have access to ePortfolio accounts and are linked to their trainees;
- Ensure Educational Supervisors are supported and developed to undertake their role, to the standard set by the deanery which reflect the Gold Guide, and GMC requirements;
- Ensure that appraisals are held at the beginning and middle of each post with appropriate development of a personal learning plan;
- Ensure that an end of post review takes place, where specified;
- Act in a pastoral role where trainees require confidential help from someone other than their Educational Supervisor;
- Ensure that the Specialty School is informed of any concerns relating to trainees in difficulty to ensure they receive optimal support. Support the TPD with the development and delivery of a support plan.
- Ensure Educational Supervisors are well informed about the assessment tools and understand their role in providing feedback to candidates following the assessment.

Careers Advice

- Wherever possible, given the constraints of the unit and the needs of other trainees, the training provided matches the individual career goals of the trainee, e.g. GPVTS, overseas doctors, flexible trainees, or SAS grade.
- Trainees have access to appropriate career guidance, both in the current specialty and alternative careers if indicated.
- The College Tutor will provide advice to trainees with particular training needs, including flexible training
- The College Tutor will meet with trainees and agree objectives for those who are unsuccessful in professional examinations
- The College Tutor will support trainees with CV development and interview preparation as required
- The College Tutor will assist where trainees require confidential help from someone other than their Clinical/Educational Supervisor

Continuing Professional Development

- It is expected that the Tutor (particularly new tutors) will attend the College training days and updates.
- The College Tutor will attend the UHL Medical Education and Training Committee
- Attendance at suitable updates and other relevant courses held by the College, Specialty School or UHL and other bodies is strongly recommended.
- The College Tutor is expected to seek advice on education and training from the College, Specialty School or UHL as required.

Appraisal

The role will be appraised as part of the UHL Annual Consultant appraisal as a Level 2 educational role.

Appraisal will be informed by information from the College and/or Deanery.

A College Tutor role will often form part of a consultant's scope of practice and will need to be considered at revalidation

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PERSON SPECIFICATION FOR THE POST OF – ROYAL COLLEGE TUTOR

CRITERIA	ESSENTIAL	DESIRABLE
Experience/education, qualifications and special training	<ul style="list-style-type: none"> • Medically qualified • Consultant in UHL. • Enthusiasm for postgraduate medical education. • Relevant, up-to-date training in teaching methods and a desire to improve training • Meets College criteria for appointment to role 	<ul style="list-style-type: none"> • Past experience of medical education. • Evidence of additional training in teaching and learning (trainer the trainers courses etc) • Higher qualification in medical education.
Knowledge and skills	<ul style="list-style-type: none"> • Understanding of attributes required for effective training. • Excellent interpersonal skills • An understanding of how post-graduate education is delivered • A knowledge of management structures at Trust and HEEM level. • Able to facilitate the delivery and monitoring of high quality training 	<ul style="list-style-type: none"> • Fluent and effective public speaker • Committed to change and personal progression. • Understanding of national issues around medical education. • Planning future role in medical education.
Personal attributes	<ul style="list-style-type: none"> • Demonstrate enthusiasm & commitment to teaching. • Demonstrates commitment 	<ul style="list-style-type: none"> • Ability to plan strategically. • Ability to contribute to

	<p>to quality in education</p> <ul style="list-style-type: none">• Ability to motivate & engage others.• Good problem-solving skills• Demonstrates leadership skills	<p>local and national policy.</p> <ul style="list-style-type: none">• Ability to lead others and deliver change.
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