

Education and Training Department

College Tutor – Job Description



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1. Introduction

Fellows of The Royal College of Ophthalmologists (the College) who agree to act as College Tutors fulfil a central role in postgraduate training in ophthalmology. The College is committed to promoting high quality education and training and relies upon College Tutors to act as its local representatives in achieving this aim. There is a College Tutor in each training unit in the United Kingdom with responsibility for all aspects of postgraduate education and training in the unit. College Tutors work with their consultant colleagues, who are also clinical supervisors, educational supervisors and Regional Training Programme Directors. The Regional Education Advisers are the College representatives directly responsible for the support and development of College Tutors in their region.

Although it is appreciated that the overall responsibility for the SAS grade lies with the Trust Lead Clinician, the Regional Education Adviser and the College Tutor, if agreeable, should provide SAS doctors with practical educational help and career advice on request.

2. Appointment and term of office

A list of College Tutor positions nearing the end of their term of appointment will be circulated annually by the College to relevant Regional Education Advisers so they may encourage self-nominations and organise a selection process if necessary. It is the responsibility of Regional Education Advisers to endorse the nomination of selected candidates, which should also include input from SAS doctors.

In addition, the College will contact outgoing College Tutors three months prior to the end of their term to trigger discussions with the Regional Education Adviser with regards to handing over the role or seeking re-appointment for a further term.

Where there is more than one candidate, the Regional Education Adviser will oversee the selection process locally. A successor should be identified as quickly as possible as the presence of a College Tutor is an essential requirement for a training unit.

The Regional Education Adviser will seek candidates from the pool of eligible supervisors in the Trust. To be eligible to stand as College Tutor nominee the candidate must be:

1. On the Specialist Register for Ophthalmology
2. In a substantive Ophthalmology Consultant post within the Trust
3. Have experience as a GMC-recognised Educational Supervisor
4. A Fellow or Affiliate Member of good standing with the College.
5. Have demonstrable commitment to a CPD programme.
6. Committed to the promotion of high quality education and training in ophthalmology.

Nominations submitted to the College will be considered by the Chair of the Education Committee and the Chair of the Training the Trainers Sub-Committee. If approval is given, the Chair of Trainers Sub-Committee will write to the appointee, Regional Adviser, Medical Director, Chief Executive and Postgraduate Dean to confirm the new appointment or re-appointment.

College Tutors are appointed for a term of three years and can seek re-appointment for a further term of three years. Extension beyond two terms may be considered in exceptional circumstances with the agreement of the Chair of Training the Trainers Sub-Committee and only if there are no other candidates.

If a College Tutor wishes to relinquish the position at any time other than at the end of a three-year term, the Regional Adviser and the College should be informed in writing and, wherever possible, a minimum of three months' notice should be given so as to allow sufficient time to identify a successor.

3. Person specification

In addition to meeting the eligibility criteria for nomination, desirable attributes include training in:

- Teaching methods
- Clinical supervision
- Feedback
- Appraisal
- Assessment
- Doctors in difficulty
- Equality and diversity

College Tutors will be expected to attend the RCOphth College Tutor Training Day within six months of appointment, where some of the topics listed above are covered. Local workshops run by LETBs/Deaneries and Trusts, online courses and the RCOphth Training the Trainers courses offer additional opportunities to increase knowledge. All such training should be kept current by appropriate top-up training. Three years is considered an appropriate interval between refresher courses. College Tutors should discuss their role as such at their Trust appraisal as part of the full scope of their practice.

4. Responsibilities and Duties

Duties of the College Tutors are wide-ranging. The College Tutor should act as a facilitator to ensure that training is properly organised, takes place and is accessible to the trainees. The responsibilities of the College Tutor cover the following areas:

- a. The promotion and delivery of high quality education and training in the unit.
 - b. Educational supervision, appraisal and career guidance.
 - c. Participation in Trust, LETB/Deanery and College networks and processes.
 - d. Continuing Professional Development in education and training.
- a. The promotion and delivery of high quality education and training in the unit to ensure that:
- All trainees have a named Educational Supervisor. Each Educational Supervisor should supervise no more than four trainees. One of the Educational Supervisors in the unit is likely to be the College Tutor. If a trainee is not allocated a named Educational Supervisor, this will be the College Tutor by default.
 - The unit is able to provide postgraduate education and training that meets the requirements of the relevant curriculum and training programme.
 - Trainees have regular access to a structured teaching programme. Feedback should be collected and used to improve the programme.
 - Handover information from the Training Programme Director and a trainee's previous Supervisors about an individual's training needs is used by the College Tutor to help plan their training and how this is delivered. The College Tutor is responsible for determining the trainees' timetables, and the best-fit allocation of firms to maximise the benefits of training for their trainee group.
 - Trainees new to the unit receive Generic Induction organised by the Trust and Ophthalmic Induction organised by the Eye Department. This should be supported by information provided to them prior to starting their post.
 - Mechanisms are in place to maintain educational facilities such as the library, notice boards and wet lab.
 - Training in the assessment of Work place Based Assessments (WpBA) is provided annually and an updated list of non-consultant assessors is sent to the College early in each training year.
 - Buddy systems are in place:
 - a) For junior trainees by senior trainees
 - b) For a newly appointed consultant by another consultant from the same or a neighbouring Trust.

Buddy systems are informal mechanisms of local 1:1 support for less experienced ophthalmologists. They have a choice of who should be their buddy and may change this if they wish; if someone does not want a local ophthalmologist as their buddy, the College can provide them with the name of an alternative person.

- When unplanned training post vacancies arise, the Human Resources Department and Training Programme Director are informed in good time in order to plan for a replacement. If local recruitment is required, ensure that:

- i. Job descriptions are accurate and up-to-date.
 - ii. Person specifications are sufficiently detailed.
 - iii. Short-listing is fair and meets Equality and Diversity legislation (E&D).
 - iv. The selection process, including interview, is fair and meets E&D.
 - v. Non-appointed interviewees receive appropriate feedback.
 - vi. The appropriate bodies (College, Deanery) are informed.
- b. Educational Supervision, Appraisal and Career Guidance. The College Tutor is responsible for ensuring that every trainee has adequate educational supervision from either themselves or another Educational Supervisor in the unit to ensure that:
- Trainees are issued with a written training agreement or other educational contract at the start of each attachment.
 - All trainees have access to confidential appraisal at the beginning, middle and end of each attachment during training, with completion of the appropriate documentation, including a personal development plan, with copies that can be accessed by the appraiser and trainee. If appraisal identifies training or personal needs that cannot be provided by the training unit, this should be discussed with the Training Programme Director. Serious concerns about a trainee's progress or behaviour should be escalated appropriately to the Training Programme Director / Head of School / Postgraduate Dean and/or Trust Director of Medical Education.
 - Trainees have fully completed formative and summative workplace-based assessments so that their progress with training is monitored and appropriate remedial training or counselling is provided when progress is poor.
 - Trainees maintain their training portfolio in preparation for the Annual Review of Competency Progression (ARCP).
 - Trainees are supported in preparation for postgraduate examinations.
 - Trainees have an effective mechanism for feedback on the provision of training in the unit and that such feedback is acted upon when appropriate.
 - 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, less than full time trainees, or SAS grade.
 - Trainees (and, with the prior agreement of the Trust Lead Clinician, any SAS grades) have access to appropriate career guidance, both in ophthalmology and alternative careers if indicated.
- c. Participation in College, LETB/Deanery and Trust networks and processes. The College Tutor works closely with other individuals and organisations and should therefore have good skills in communication and liaison. They should:
- Receive information from the College via the Regional Education Adviser, and work under their leadership with other local College Tutors on areas of mutual interest such as shared trainees, teaching sessions, clinical training (e.g.: emergency cover) and development of local training opportunities.

- Receive information from the Deanery via the Training Programme Director, and feedback to them, e.g.: about individual trainees or other issues.
 - Receive information from the Trust via the Director of Medical Education, and feedback to them, e.g.: about study leave or facilities.
 - Distribute information from the College, Deanery and Trust to trainees and trainers in the unit.
 - Contribute to appropriate committees, e.g.:
 - i. Local Faculty Group.
 - ii. Local College Tutors Group under the Regional Adviser.
 - iii. Regional Specialty Training Committee (STC) at the Deanery.
 - iv. Postgraduate Medical Education and Training Committee (PMETC) within the Trust.
 - Respond to requests for information or official surveys, and make necessary reports to any of these organisations, e.g.: contributing to the Annual Training Report.
 - Participate in accreditation or inspection visits to the unit.
 - Participate in regional or national events if requested, including recruitment and ARCP assessments.
- d. Continuing Professional Development in education and training. College Tutors are expected to develop their skills, keep themselves up-to-date and encourage other Clinical and Educational supervisors in their unit to do likewise. They should:
- Attend the RCOphth College Tutor Training Day within six months of appointment.
 - Undertake mandatory training such as Equality & Diversity (E&D).
 - Keep up-to-date by liaising with local training representatives of the College, LETB/Deanery and Trust.
 - Extend their knowledge and skills by attending courses and teaching sessions locally, online or through the College Training the Trainers programme.
 - Undergo Educational Appraisal by an appropriately trained individual, in addition to clinical appraisal.
 - Encourage other Clinical or Educational Supervisors to attend sessions externally, or those internally organised or delivered by the College Tutor.

5. Support available to tutors

College Tutors are not expected to carry out all of the duties and responsibilities listed above on their own or without any support or assistance. It is expected that many of the duties described will be shared with other consultant trainers/clinical supervisors in the unit. The College will, however, look to College Tutors as the managers of postgraduate education and training in ophthalmology in each training unit. There are several sources of support and advice that College Tutors can look to:

a. The College

The College values the work carried out by its Tutors and has a number of resources available to them.

- A dedicated section on the website with relevant information.
- Tutors are invited to a one-day Training Day, which is held at the College twice a year.
- The RCOphth Training the Trainers courses, which cover a range of modules relating to postgraduate teaching specific to ophthalmology.
- The Education Committee nominates a Chair of the Training the Trainers Sub-committee whose remit is the development and support of College Tutors, in liaison with the College Tutor Training Lead.
- The College is available to give advice to College Tutors, on request, on any aspect of postgraduate education and training in ophthalmology in the United Kingdom.

b. The LETB/Deanery or Lead Provider of Training

Most LETB/Deaneries run courses for Educational Supervisors, and have online resources. The Training Programme Director and, in larger LETB/Deaneries, the Head of School, are responsible for the delivery of the programme and the progression of individual trainees.

c. Your Trust

All Trusts will have a Director of Medical Education (DME) who is the local representative of the Postgraduate Dean. The DME will be able to give advice on Trust induction programmes, generic curriculum teaching including CPR training, local educational resources, library facilities, study leave support and policies. They usually chair the local Postgraduate Medical Education Committee meetings and it is important for ophthalmology to be represented where possible. S/he will also have an overall responsibility for any SAS doctors in the department and, together with the Regional Adviser, will be able to give direct help to them on generic issues. Most Trusts will have an education centre administrator who will be able to offer valuable advice and assistance.

Other useful guidance may be obtained by the medical staffing/personnel department, other College Tutors, audit and clinical governance leads, research leads, education and training departments. As there is considerable emphasis on multi-professional education, it will be useful to make contact with nurse tutors and clinical educators and those with responsibilities for training in the allied health professions.

It is unreasonable to expect a College Tutor to function effectively without the time to do it. Although the workload will vary depending on the size of the unit and will seldom be concentrated into one block of time during the working week, most find that their College Tutor role is equivalent to one session per week. It is important that this is reflected in the College Tutor's job plan and should be supported by the Clinical Director and Trust Medical Director. An effective College Tutor is essential for accreditation of posts and recognition for training by both the College and the Postgraduate Dean.

d. Training Programme Director

The regional or Deanery Training Programme Director is appointed by the Postgraduate Dean to oversee postgraduate training at LETB/Deanery level. College Tutors and Training Programme Directors have complementary roles. The College Tutor is responsible for all trainees in a training unit. The Training Programme Director is a member of the Specialty Training Committee (STC), which may also include some College Tutors.

e. Regional Education Advisers

The Regional Education Adviser (REA) is the College representative at regional level, who is responsible, amongst other things, for the quality of education and training in all of the training units in the region. The Regional Adviser often leads a group of College Tutors, whose aim is to improve the quality of training and trainers locally. The Regional Adviser works closely with the College Tutor and is a valuable source of advice and support.

f. Specialty Training Committee / School Board

Some College Tutors may be members of either the regional STC if ophthalmology is part of a larger school, or may be members of the School Board if there is a School of Ophthalmology.

g. Postgraduate Dean's Office

The Postgraduate Dean, Associate Deans and administrators/medical workforce officers have responsibility for all aspects of postgraduate medical education in the Deanery. The Deanery has expertise relevant to the trainee in difficulty.

6. Associate College Tutors

The College Tutor may appoint one or more Associate College Tutors (ACTs). No unit should have more than one College Tutor. These appointments are to enable College Tutors to engage further support in some, but not all, aspects of their role. Associates may be nominated to the Specialty Training Committee or School Board who will approve the appointment. Nominations do not have to be approved by the College. The ACT job description is available on the College website. ACTs can be other consultant trainers, SAS doctors or senior trainees. The College recommends that a College Tutor should consider appointing an ACT if the unit has more than four trainees.

7. Performance Review and Appraisal

The College will not establish an independent mechanism for performance review and appraisal of its Tutors. It does, however, expect that each Tutor will include the College role as part of the annual review and appraisal process in his or her trust.

8. Time commitment

It is essential that Trust clinical managers understand the importance of College Tutors in postgraduate education and training and are aware of the substantial time commitment. A letter is sent by the College to the Clinical Director and/or Medical Director upon appointment to the College Tutor role.

Time is required within job plans to ensure the role is undertaken to a high standard.