

## **The Royal College of Radiologists**

### **College Tutor – Role Description and Person Specification**

#### **1. Role Description**

The role of College tutor is integral to the delivery of training and the maintenance of quality assurance. College tutors are responsible for supporting training programme directors (TPDs), Regional Specialty Advisers (RSAs), supervisors & educators in the delivery of clinical radiology and clinical oncology training. They should work to maintain a learning environment which is challenging, supportive and, where appropriate, multi-professional.

College tutors are appointed by the NHSE local office (Deaneries), or devolved equivalent, following consultation with the TPD and trust Medical Director (or deputy). The term of office should be agreed locally; however, it is recommended that the duration of the role should be three years with the possibility of extension. The TPD is responsible for notifying the RCR of College tutor appointments and terms of office.

There should usually be one College tutor in each training centre. In large departments, it may be appropriate to have more than one College tutor. College tutors may also act as Educational Supervisors (ES) and Clinical Supervisors (CS). The role of College tutor is not compatible with holding the position of TPD and is distinct from that of the Regional Specialty Adviser (RSA). Ideally the post of College tutor should not be combined with Clinical Director to avoid conflicts of interest.

The role of the College tutor should be recognised in the job planning process. It is suggested that a College tutor should have 0.25 SPAs per week per 5 resident doctors for which the tutor has responsibility. Trusts that extend the role of the College Tutor should provide further appropriate PA allocation.

#### **2. Key Responsibilities**

1. Act as a local expert on RCR curricula, assessment, and requirements for progression, to support resident doctors, supervisors and TPDs.
2. Work collaboratively with the RSA, TPD, educational and clinical supervisors, trainers and the employer in organising the local training programme.
3. Ensure that departmental resident doctor induction programmes are in place and utilised.
4. Ensure that the educational, pastoral and career planning needs of resident doctors within their training centre are met in line with RCR guidance, and ensure they have the time and facilities for study and appropriate opportunities for research.
5. Ensure that all members of the multi-professional team understand their personal role in providing clinical supervision to the resident doctor.
6. Ensure that the quality of training provided within their training centre meets local, regional and national standards.
7. Encourage the use of the e-portfolio in the training centre to document resident doctors' progress.
8. May represent their training centre to the Deanery Specialty Training Committee.
9. Where appropriate, to have delegated responsibility for:

- Organising training within a given hospital/Trust.
- Delivery of a specific aspect of the training programme.

### 3. Person Specification:

	Essential requirements	Desirable requirements
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GMC specialist registration in clinical radiology/clinical oncology</li> <li>• Completed necessary training and be a recognised supervisor by the GMC.</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualification in education.</li> </ul>
<b>Clinical and Training experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching and training colleagues gained as an Educational or Clinical Supervisor (6 months minimum).</li> <li>• Have received appropriate training in equality and diversity.</li> <li>• Evidence of supporting resident doctors and trainers.</li> <li>• Evidence of personal development in medical education.</li> <li>• Evidence of delivering well evaluated teaching sessions/tutorials or simulation scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of coaching or mentoring.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of management and governance structures in medical education and training.</li> <li>• Awareness of current processes in the delivery of medical education and training (nationally and locally).</li> <li>• Knowledge of GMC regulations, RCR curricula and guidance, the Learning and Development Agreement with NHSE/Deanery, &amp; Trust HR policies.</li> </ul>	<p>At least 2 years of previous experience as an Educational Supervisor.</p>

<b>Personal attributes</b>	<ul style="list-style-type: none"><li>• Effective communications skills, motivating and developing others.</li><li>• Good interpersonal skills.</li><li>• Approachable and able to make time to see trainers and resident doctors.</li><li>• Well-organised with good time management skills.</li><li>• Demonstration of leadership capabilities.</li><li>• Able to co-operate with other health professionals to promote multi-disciplinary working.</li></ul>	
----------------------------	---	--