Definition of Roles in Training Programmes

There are many different descriptions/definitions of the same titles, with differences in approach between the devolved nations.

It is now generally expected by Deaneries that trainers will have themselves undergone some educational training. In August 2012, the GMC published ‘Recognising and approving trainers: the implementation plan’

It should be appreciated that this document is not prescriptive and training schemes are at liberty to make their own local arrangements. However, it is essential that whatever model is used the required duties are carried out. The GMC will be registering holders of specific training roles in future and use of different role names may cause confusion.

Definitions

Trainee:
A Specialty or Specialist Registrar on a recognised training programme. As an adult learner they are responsible for their own learning and for making the most of the educational opportunities available during on-the-job training.

Trainer:
An experienced practitioner, either a medical or allied healthcare professional, who is competent and actively participates in the training of a trainee in an allocated session, technique or procedure. If he/she is completing workplace-based assessments, training in their use will be required. All consultants and senior practitioners working in a teaching environment have a duty to support and develop doctors in training within their department as part of their clinical practice (as detailed in GMC’s Good Medical practice).

Contractual obligation – accountable to employer via Medical Director.

Clinical supervisor:
A Clinical Supervisor is a trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee’s clinical work and providing constructive feedback during a training placement. He or she will lead on providing a review of the trainee’s clinical and medical practice throughout the placement that will contribute to the educational supervisor’s report on whether the trainee should progress to the next stage of training. Some training programmes appoint an educational supervisor for each placement. The roles of clinical and educational supervisor can at times be merged.

If there is no trained clinical supervisor available for a clinical attachment, the responsibilities for clinical supervision should be undertaken by the trainee’s educational supervisor. The arrangements for supervision should be agreed by the educational supervisor, clinical supervisor and the trainee concerned. The duration of responsibility should be defined at the beginning of the period.
In Clinical Oncology there must be a named clinical supervisor for each tumour site. Where a trainee is working with more than one consultant covering the same tumour site, only one of these consultants will act as clinical supervisor. In contrast, where a trainee is working with consultants covering different tumour sites both consultants should act as a clinical supervisor for each specific tumour site.

**Responsibilities:**
- To ensure that the trainee is making the necessary clinical and educational progress.
- Meet with the trainee on a regular basis:
  - at least every 3 months
  - at the beginning and end of each clinical attachment
  - in the middle of a clinical attachment, if there are any concerns after contacting the trainee or reviewing the trainee’s portfolio
- Help the trainee to formulate his/her personal learning and development plan:
  - for each clinical attachment
  - including appropriate audit, teaching and management experience
  - in compliance with the curriculum for clinical oncology or clinical radiology
- Help the trainee to develop his/her learning educational objectives, ensuring that these are documented and can be used as a point of reference for future appraisal
- Ensure that other consultants that the trainee is working with in the relevant team understand the trainee’s educational needs if appropriate
- Review the trainee’s progress by:
  - Reviewing the trainee’s portfolio
  - Ensuring that there are appropriate opportunities to undertake workplace-based assessments
  - Appropriate work place based assessments have been completed
  - Liaising with other consultants who the trainee is working with
- Provide regular feedback to the trainee on his/her progress
- If the trainee’s performance gives rise to concern, the clinical supervisor must notify the educational supervisor. The educational supervisor has responsibility for ensuring that these issues are addressed
- Supporting the delivery of the educational contract which exists between employers (Trusts) which provide postgraduate training and Postgraduate Deaneries

Employers of clinical supervisors must recognize this role within the consultant’s job plan. It is expected that clinical supervisors will require 0.25 PAs per trainee who he/she supervises.

**Educational Supervisor:**
An educational supervisor is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee’s educational progress during a training placement or series of placements.

Every trainee must have a named educational supervisor who is central to the trainee’s learning experience and progress through training and is responsible for ensuring that clear learning objectives and outcomes are set. The educational supervisor has a responsibility for the trainee’s longitudinal supervision during a period of training. He/she should provide effective and timely processes for appraisal, advice and support and may be based outside the trust in which the trainee is currently based. The trainee should have the same educational supervisor for at least one year and this may be the same person throughout training. At times the clinical supervisor and educational supervisor may be the same person.

The educational supervisor helps the trainee to plan their training and achieve agreed learning outcomes. He or she is responsible for the educational agreement and for bringing together all
relevant evidence to inform a summative judgment at the end of the placement or series of placements.

Educational supervisors will be trained to fulfill their roles to comply with GMC standards as defined by “The Trainee Doctor”.

An educational supervisor should be responsible for a maximum of 4 trainees at any given time.

Responsibilities:
- To have overall educational responsibility for an individual trainee for a period of training
- Ensure that the trainee is making the necessary clinical and educational progress.
- Ensure that the trainee is meeting with his/her clinical supervisor(s) on a regular basis and that an appropriate learning and development plan is in place for each clinical attachment in compliance with the curriculum for clinical oncology or clinical radiology
- Help the trainee to develop his/her learning educational objectives, ensuring that these are documented and can be used as a point of reference for future appraisal and review
- Ensure that the trainee’s clinical supervisor(s) understands the trainee’s educational needs
- Appraise the trainee as a minimum at the beginning, end and middle of each year of training
- Review the trainee’s progress by:
  - Reviewing the trainee’s portfolio
  - Ensuring that appropriate workplace-based assessments have been undertaken
  - Liaising with the trainee’s clinical supervisor(s)
- Meet with the trainee at the beginning of each year of training to:
  - Review the outcome of the ARCP
  - Help the trainee to formulate his/her personal learning and development plan to meet the requirements of the curriculum, including:
    - Clinical attachments to be undertaken
    - Appropriate audit, teaching and management experience
  - Develop a learning agreement and set educational objectives with the trainee which are mutually agreed and is the point of reference for future appraisal for the coming year
- Meet with the trainee prior to the ARCP to:
  - Ensure that the trainee has made the necessary clinical and educational progress through the previous year, taking into account
    - Workplace-based assessment outcomes
    - Examination results if appropriate
    - Clinical supervisors reports
    - Audits, research projects undertaken, teaching and management experience
    - The trainee’s learning and development plan
  - Discuss the content of the report prepared for the ARCP
  - Ensure that the structured report to inform the ARCP of the trainee’s progress is returned within the necessary timescales.
- Meet with the trainee if concerns arise about the trainee’s performance
- Contact the employer (usually the medical director) and the Postgraduate Dean should the level of performance of a trainee gives cause for concern
- Provide advice and support to the trainee as requested
- Help the trainee to access career management advice
- Support the delivery of the educational contract which exists between employers (Trusts) which provide postgraduate training and Postgraduate Deaneries
- Document clearly any responsibilities that have been delegated to the trainee’s clinical supervisor.

Employers of educational supervisors must recognize this role within the consultant’s job plan. It is expected that educational supervisors will require 0.25 PAs per trainee who he/she supervises.
Clarity and Accountability

The educational and clinical supervisors are accountable to:

- The training programme director
- The employer’s lead (usually Trust’s Director for Medical Education) for postgraduate medical education.

It is essential that there is clarity about:

- who is providing educational supervision
- who is providing clinical supervision
- the link between the appraisal, assessment and planning of a trainee’s educational programme and their performance as a doctor
- what information about the trainee is being shared with the employer
- how to raise concerns about a trainee’s clinical and/or professional performance:
  - with the employing authority
  - with the Postgraduate Deanery
  - in compliance with regulatory requirements (e.g. Professional Standards in the NHS and Trust, Assurance and Safety – The Regulation of Health Professionals in the 21st Century).

Employers of educational and clinical supervisors must recognise these roles within a consultant’s job plan.

College Tutor:

Appointed to support Regional Specialty/Education Advisors in delivering clinical oncology and radiology training. There should be one College Tutor in each training centre. College Tutors may also act as Educational and Clinical Supervisors. The role of College Tutor is not compatible with holding the position of Training Programme Director.

Ideally appointment is made by the RCR after consultation with the RSA, Training Programme Director, the Trust Medical Director (or deputy). In some centres the term “Specialty Tutor” is used to describe this role when carried out as a deanery appointment.

Responsibilities:

- Work collaboratively with the Regional Specialty/Education Advisor, the Training Programme Director, Educational and Clinical Supervisors, Trainers and the employer in organising the local training programme.
- Represent the interests of the RCR and provide a link with the hospital
- Ensure that departmental induction programmes are in place and are taken up
- Ensure that the educational, pastoral and career planning needs of specialty and specialist registrars within his/her training centre are met.
- Ensure that all within the multi-professional team understand their role in providing clinical supervision to the trainee
- Ensure that the quality of education provided within his/her training centre meets local, regional and national standards
- Encourage the use of the e-portfolio in the training centre to document trainees’ progress.
- May represent his/her training centre to the Deanery Specialty Training Committee
- Where appropriate, to have delegated responsibility for:
  - organising training within a given hospital/Trust
  - delivery of a specific aspect of the training programme

The role of the tutor should be recognised in the job planning progress. It is suggested that a College Tutor should have 1 SPA in his/her job plan per 10 trainees.
**Training Programme Director:**
A Consultant appointed to oversee a Clinical Radiology/Oncology Training Programme. These roles will have responsibility for ensuring an overarching structure of supervision spanning the specialty training programme. Responsibilities of the posts will vary from Deanery to Deanery. Training Programme Directors should be appraised annually, ideally as part of consultant annual appraisal. Joint appraisal with the HoS is recommended.

**Responsibilities:**
- Participation in the School or Specialty Training Committee (STC) arrangements developed by the Postgraduate Dean to manage the specialty within the Deanery
- Ensure that programmes offered to individual StRs reflect the specialty curriculum and enable the StR to gain the relevant competencies and experience
- Take into account the collective needs of all the StRs in the programme when planning individual programmes
- Provide support for clinical and educational supervisors within the programme
- Contribute to the annual assessment outcome process in the specialty
- Help the Postgraduate Dean manage trainees with differing needs by supporting educational supervisors in their assessments and in identifying remedial placements where required
- Notify deanery of rotational movements
- Monitoring the quality of placements and updating the Postgraduate Dean as required. Advice to the Postgraduate Dean on additional placements/slots, re-allocation and removal of slots
- Provision of advice on out of programme training opportunities
- Co-ordination of and participation in the annual review processes for trainees (RITA & ARCP) and the quality assurance of this process

*In addition or jointly with the Head of School where this role exists*
- Quality Assurance of the programme (educational opportunities, trainers, etc)
- Curriculum implementation, based upon the appropriate GMC-approved Royal College curriculum requirements and GMC generic standards for training
- Careers information and advice
- Proactive management of trainee performance issues

**A Deanery appointment in conjunction with the School or STC – accountable to the Postgraduate Dean.** The PA allocation (if any) for these posts is set by the Deanery

**Head of School (where existing):**
Many, but not all, deaneries have created schools to be responsible for the delivery of training in specialty areas. There are many schools of radiology but only one school of clinical oncology (in London). In other areas clinical oncology is part of a wider school of medicine. The head of school is ideally a joint appointment by the deanery and the royal college.

**Typical Responsibilities:**
To take a proactive and strategic role in the development, delivery and quality control of specialty training in the Deanery.
- Chair School meetings and sub-committee meetings as appropriate
- Ensure that training in the School meets the standards and guidance outlined by the Royal College of Radiologists and GMC
- Ensure that the provision of specialty level education and training is of a consistent high quality across the Deanery
- Ensure supervision of the education process including quality management, assessment and implementation of the curriculum
- Ensure faculty development is provided to meet the needs of trainers and to deliver the standards required by GMC
• Ensure trainees with differing training needs are identified, supported and managed appropriately
• Ensure careers information and advice is provided by the specialty both to its current trainees and those seeking a career in radiology / oncology

Accountable to the Post-Graduate Dean.

Regional Post-graduate Education Advisor/ Regional Specialty advisor:
Regional Advisors are the regional representatives of the RCR with respect to education and training. They are responsible for ensuring that the RCR policies regarding post-graduate education are adopted in their region by:

• Ensuring that there is at least one College Tutor in each department accredited for training purposes and that the tutor is actively involved in the support of trainees
• Liaising with the Post-graduate Dean, Head of Clinical Radiology schools, Training Programme Directors and College tutors to ensure effective annual review of all trainees and training programmes
• Providing “externality” to Deanery quality management processes for the delivery of training in Clinical radiology, and representing RCR views to the Dean
• Attending ARCPs at other Deaneries to provide “externality” for the ARCP process
• Ensuring that managers of Local Education Providers with accredited training departments are aware of the importance of training and education

Regional Educational/Specialty Advisors should be appraised annually, ideally as part of consultant annual appraisal.

More detailed role descriptions may be found on the RCR website at: http://www.rcr.ac.uk/content.aspx?PageID=1800 or http://www.rcr.ac.uk/content.aspx?PageID=1799

Accountable to the relevant RCR Warden.