The New College Tutor

Dr. Christina Petropoulos
Senior College Tutor
RCPCH

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PATRON HRH The Princess Royal
Objectives

• What does the College Tutor do and what are your responsibilities

• Top tips about how to be an effective College Tutor

• Where / how to get trained up

• Sharing of ideas

• How can I help?
You are the paediatrician in your Trust responsible for the quality of postgraduate medical education of your trainees.
What have your experiences been so far?
College Tutors toolkit

Quality and Standards team

You can download resources for the College Tutor - including on RCPCH Progress curriculum, assessment and examinations, and trainees in difficulty.

This toolkit contains useful resources to support you in your role as College Tutor. They are freely available to download and use at your own sites. If you have resources you are willing to share with others in this toolkit, or have any feedback on the toolkit contents, please contact qualityandstandards@rcpch.ac.uk.

Supporting RCPCH Progress curriculum implementation

- Preparing for Progress: Month by month countdown (PDF)
- Preparing for Progress: Presenter slide pack (PPT)
- Preparing for Progress: Slide pack guidance for presenters (PDF)
- Preparing for Progress: a guide for Tutors and TPDS (webinar)

Assessments and exams

- Workplace based assessments (PDF)
- Supervised learning events (PDF)
- START - the role of the Educational Supervisor (PDF)
- Exam - remediation and support (PDF)

Supporting trainees in difficulty

- Supporting trainees in difficulty (PDF)

Related content

- Curriculum
- College Tutors
- Guidance
- Training guide

- Guidance
- Assessment guidance
- RCPCH ePortfolio guidance for educational and clinical supervisors

Related courses

- Course
- Paediatric College Tutors' day
- 28 September 2018
- London

What do you think of our website?

We launched on 30 April, and we want to find out what you think!
What is in the JD?

• Maintains an environment within the department and multi-professional team that supports training and delivers curriculum and relevant assessments
• Supports trainees and trainers
• Chairs departmental Local Faculty Group
• Attends Trust Education Committee
• May attend Deanery Specialist Training Committee
• Ensures systems in place for induction, quality control of training provided, formal education delivery, study leave management
• Careers guidance
• Supports trainees in difficulty
It doesn’t mean that YOU have to do it all!!!

- Consistent admin support essential

- Separate person to be responsible for the rota due to conflict of interest?

- Use your trainee reps – trainees usually have the best solutions (even if they have been tried before and not succeeded)

- Use your DME’s team
What is the PA allocation?

• <20 trainees (excluding Foundation) – 1PA
• 20-40 trainees – 1.5PA
• >40 trainees 2PA

A deputy is recommended – especially if over 20 trainees
Getting Ready!

• Period of shadowing
• Ensure that you have appropriate time to do the job in your job plan and that you WANT to do it
• Good handover
• College Tutor Handbook (needs updating)
• Read the RCPCH & GMC feedback for your Trust and those that your trainees rotate to or from—especially the comments
• Make yourself familiar with the curriculum relevant to your trainees – paediatric, GRID, GPVTS etc
• Attend relevant training
Education and Training (1)
Induction – first impressions count

• Validate who is coming ASAP (Deaneries /HEE get it wrong!)
• Initial contact to be WELCOMING (Trust and you)
• Make sure that induction is as good as it can be
• Ensure that rotas are agreed ASAP
• Find out as much as you can about the trainees ahead of time
• Send out info before BUT accept that they may not read it and will actually remember little from induction- don’t take it personally
Before they come request to...

• Transfer NHS NET email addresses to your Trust (if NHS NET)
• Link your Trust on e-portfolio so that you can see their portfolio
• Consider survey monkey requesting they tell you
  – Any special training needs or worries they wanted to discuss (in confidence if they prefer)
  – Specific requests re educational or clinical supervision
  – If they have a special interest or specific clinic that they are keen to train in.
  – Anything else that they want you to know
Education & Training (2)
Involve the trainees in developing the program including the use of Local Faculty Groups

• Education Plans – involve the trainees in developing and improving them ahead if the next set of doctors

• Clinics – teaching clinics /WBA etc – find a way to rota them in

• Signpost “Deanery” based learning programs

• Use existing curriculum as a template to develop your program

• Ensure that IT / environment / facilities are as good as they can be including availability for rest

• Tailor training according to role - QI, exam preparation, leadership
Remember that trainees need….

• Love
• Food
• Good educational opportunities

(and so do trainers)
Educational Supervision

- Choice of appropriate ES and CS’s
- Be familiar with e-portfolio (ARCPs a good opportunity)
- WBA – teamwork with consultant colleagues
- Mentoring (for you or trainees) may be helpful
- “Faculty” meetings – formal & informal
- Support and reassurance to those who are struggling
- START assessment & feedback
- Junior Doctor Forums (JDF) – support to Junior Senior meetings
Relationships

Make sure that you find the time to meet those who you will be working closely with and attend relevant meetings:

- Director of Medical Education / support staff
- Program Directors in your patch (TPDs) and other CTs
- Trust Educational Committee members
- Deanery— interviews / ARCPs / OOPE panels/QA visits
- GP Educational Leads
- RCPCH Education team
Accountability

• Professionally – RCPCH
• Managerially – HEE / RCPCH
• Contractually – Your Trust
Training

• Annual College Tutors Day – You are here today!
• College Tutors Session at RCPCH annual meeting
• RCPCH - Organised updates
• Local meetings supported by TPDs
• Utilise your Study / Professional leave – Certificate, Diploma, Masters? – part of your appraisal PDP
• Make the best use of other College Tutors in your Trust
• Research re-Medical Education: “Captive cohort"
Challenges

Service commitments

Training
Challenges 2

• Keeping abreast of changes – in training, curriculum

• Trainees in difficulty

• QA visit with difficult outcome – plan meticulously & utilise the JDF to prevent this: use GMC Trainee template at meetings

• Look at JEST (Job Evaluation Survey Tool) & GMC Surveys to address issues before visit
KEY POINTS AND NEXT STEPS

I recommend

• Using the resources on the College Tutor website
• the College’s Educational Supervisor course and mentoring scheme
• appointing a Deputy if you are responsible for 15+ trainees
• ensuring an effective handover
• ensure you request professional leave to attend tutor meetings.

I need help to:

• form a group to help us review and improve our supporting resources
• Find better ways to support those of you who are struggling in your areas and to identify those who have found solutions to those same problems