WESSEX DEANERY

Role Profile

1. Role Details

Role Title: Programme Director/STC Chair

Accountable to: Postgraduate Dean, Wessex Deanery

Employed by: Own Trust

Remuneration: Currently under review

Tenure: 3 years, with the possibility to extend for up to 2 years (maximum 5 years). Re-application after 5 years accepted, if supported by an STC majority.

2. Background Information

2.1 The Deanery is part of NHS South of England, comprising South Central, South East Coast and South West Strategic Health Authorities.

2.2 The Wessex Deanery currently covers the health communities of South Wiltshire, Dorset, and Hampshire and the Isle of Wight incorporating acute, primary and mental health Trusts – approximately 16 Trusts. The Deanery supports some 2,200 doctors in training, as well as consultant practitioners.

2.3 It is anticipated that roles and relationships will change significantly within the Deanery in the light of current SHA reorganisation and the developing MMC agenda. It is therefore likely that this job description may evolve to accommodate these developments.

3. Role Purpose

3.1 To be responsible for the efficient management and quality assurance of all aspects of the specialty training programme, making best use of the funding and educational opportunities available, responding to service changes and supporting specialty developments.

4. Key Responsibilities

- Management of the programme
- Participation in the selection and recruitment process
- Attendance at Specialty Training Committee (STC) meetings and School Board meetings – providing reports where necessary
- Working with the Deanery to ensure effective use of funded posts
- Involvement in the appraisal and assessment processes for trainees RITA and ARCP
- Provision of appropriate training programmes for doctors with differing needs
- Supporting the Deanery with the Quality Management of the programme in line with GMC requirements
- Participation in specialty developments, in line with MMC, GMC and other national agendas
- Deputising for the Head of School where appropriate
- To adhere to the Code of Practice
5. Detailed Responsibilities

a) The Training Programme

- Ensure that trainees are placed in educationally approved and progressive placements reflecting the level of training appropriate to the individual, so they meet the curriculum requirements and experience a range of service settings.

- In conjunction with the Programme Manager, prepare the annual (or as appropriate) Rotation at least 4-5 months in advance of its commencement, so that any changes can be communicated to Trusts/Employers in a timely manner.

- With the School Board or STC, ensure delivery of the Royal College or faculty curriculum in accordance with the requirements of GMC.

- Ensure that there are sufficient training days/sessions for the trainees, at the appropriate level and organised in the appropriate way for the specialty.

- Ensure that all SpRs/StRs are registered for training with the relevant College/Faculty, are given a provisional CCT date (or details that they will go forward for a Certificate confirming Eligibility for Specialist Registration via Combined Programme route (CESR CP) at commencement in the post and where required, only go forward for a final College exam when suitably prepared.

- To ensure that all trainees access professional development courses to support the generic components of their curricula.

- To guide, advise and stimulate trainees to access a range of training opportunities. Advise on appropriateness of Out Of Programme training and appropriate uses of study leave funding.

- To ensure all trainees understand they are responsible for their own learning and for keeping up to date relevant documentation (portfolio, logbook etc).

- To monitor the provision of educational supervision in all placements, advising the Deanery as necessary where there are concerns with a particular trainee, trainer or post.

- To be a member of both the Specialty Training Committee/School Board and the RITA and ARCP panel; to liaise with the relevant College/Faculty as required.

- To encourage Educational Supervisors to develop their own knowledge and skills needed for the role.

- To suggest developments to the specialty pages on the Deanery website.

b) The Recruitment Process

- Work within the national MMC process, with the Deanery recruitment department and Programme Manager to ensure an efficient and effective recruitment process with up to date documentation and robust short-listing processes, ensuring that good practice in recruitment including equality and
diversity is observed at all times. Consultants can only sit on interview panels following Equal Opportunities training.

- Ensure that the timing and frequency of appointments to the programme makes the best use of the funded training opportunities and that any gaps in the programme are kept to a minimum.

- Work with the Programme Manager to ensure that appropriate arrangements are made to accommodate Inter Deanery transfers and less than full time trainees.

- Liaise with private companies and external organisations, where they support posts, to ensure a mutually agreeable process is used which satisfy both Deanery requirements and those of the employer.

- Work with the Deanery in developing the selection processes. Methods used to select trainees should comply with GMC requirements.

- To keep informed of national developments in recruitment and selection in your specialty and to advise the Specialty Advisory Committee/Faculty where appropriate.

- Work with the Deanery in managing national workforce requirements, e.g. increasing or decreasing the numbers of doctors / dentists training in the specialty.

c) **The RITA/ARCP Process / Assessment**

- To ensure, with the Programme Manager, that each trainee has a robust, annual (at minimum) Record of In Training Assessment (RITA) or Annual Review of Competence Progression (ARCP) as required, utilising the appropriate learning agreement and having had regular appraisals

- To ensure that all trainees are aware of the requirements of the RITA/ARCP, including the completion of the relevant College/Faculty documentation and that the Deanery guidelines on process are followed

- To ensure that judgements made at the RITA/ARCP are based on good evidence, using assessment methodologies required by GMC and the relevant Royal College or faculty (GMC have set standards for assessment, including the need for assessors to be trained and competent).

- To inform the Programme Manager and/or the Professional Support Unit (PSU) of trainees who are in difficulty and, where appropriate, to seek advice about their future assessment, support and management.

- To ensure that follow up RITA/ARCPs for those trainees receiving a RITA D or E or ARCP 2, 3, 4 or 5 are arranged. To ensure that future educational supervisors are aware of what support/objectives are required in order to help the trainee and the absolute necessity for an agreed Learning Plan in order to help achieve the new objectives.

- As far as practicable, to ensure that each trainee undergoes the competency based assessments required at each placement. Competency based training is being introduced widely into Royal College curricula and more emphasis is being placed on workplace based assessment. The sequence of assessments must match the progression through the career pathway. Each assessment must provide some additional unique information, which builds on the outcome of previous assessments.
d) **Trainees with Differing Needs**

- It is important that arrangements for specialist training are managed in a way that recognises and provides for the specific needs of all doctors.

- Arrangements must be in place to support trainee doctors or dentists who
  - come from overseas
  - wish to pursue an academic career
  - are in military service
  - cannot work full time
  - have other specific training or personal needs that require to be addressed in order for them to achieve a CCT/CESR (CP)

- The Programme Director should ensure that trainees who come from overseas are integrated into the UK system and culture. They may not have experienced appraisal, revalidation or the use of portfolios to document and manage learning. Cultural expectations of the role of a doctor may be different.

- The Programme Director should be aware of the arrangements for placement and monitoring the progress of any ‘sponsored doctors’, to ensure that this does not impact on StR training.

- In collaboration with the Programme Manager / Associate Dean, the programme director should co-ordinate provision of appropriate training placements for less than full time trainees.

e) **Quality Management**

- The Deanery will provide support to the specialty in developing and maintaining the quality management of the programme. Operational QM may be devolved to the School Board and the Programme Director may be called up on to provide specialty information as required.

- A number of sources of evidence can be used to inform the QM process - including, visit reports, success rates in examinations, workplace based assessments, annual post feedback from trainees, exit questionnaires from those leaving the programme, GMC national questionnaires, reasons for trainees receiving RITA Ds and E or ARCPs 2,3,4 or 5, the management of such trainees, success in moving from a RITA D/E back to a RITA C etc or ARCP 2,3,4 or 5 back to an ARCP 1; the requirement for overall QM information will be co-ordinated by the Deanery, as appropriate

- Recommendations from external reviews conducted by GMC and/or the Deanery must be acted upon as part of the quality management process.

- The Programme Director should produce an annual update to their Head of School and appropriate School Board. This will feed into an annual School report which will be reviewed at an annual Deanery Confirm and Challenge meeting with each School, the outcomes of which then feed into a Deanery Report to the GMC.

- Requests to provide updates on unresolved quality issues to the Deanery and School may be received throughout the year and will require prompt action.

- It is expected that Programme Directors will support the Head of School with their annual Confirm and Challenge meeting and as such may be required to
attend these meetings or subsequent monitoring meetings held by the Deanery Quality Management Board.

f) **Specialty Developments**

- In conjunction with the STC and Programme Manager, be aware of opportunities to suggest the establishment of new training posts, or gain additional specialty NTNs
- Understand the MMC agenda, the impact on specialty training and be prepared to suggest how the specialty can best address the requirements to train doctors of the future.
- Participate in workshops, briefings etc which explore how future developments could be taken forward
- Be aware of MMC and College/Faculty proposals for the future of training and curricula developments
- Be the specialty representative on the relevant School Board

g) **Professionalism, Professional Development and Probity**

- The role of Programme Director provides opportunities for professional development and post holders are encouraged to make use of Deanery and other courses to enhance their abilities.
- The Programme Director should endeavour to remain up to date with national, Deanery, College and general educational issues
- Attendance at least one Deanery led Programme Directors event per year is mandatory
- The Associate Dean (Specialty Development) would be happy to contribute to each Programme Director’s annual appraisal, either through involvement in the appraisal itself or by giving feedback on performance

6. **General Responsibilities**

6.1 To contribute to effective communication within the Wessex Deanery, as well as with the wider Deanery network and other stakeholders.

6.2 To be aware of and comply with the requirements of the Health and Safety at Work Act. To take reasonable care for the health and safety of self and colleagues who may be affected by acts or omissions at work. The Act also states that the post holder must not intentionally or recklessly interfere or misuse anything provided in the interests of health, safety and welfare.

6.3 All staff are required to respect confidentiality of all matters that they may learn in the course of their employment. All staff are expected to respect the requirements under the Data Protection Act.

7. **Communication and Working Relationships**

- Postgraduate Dean, Wessex Deanery
- Head of School
- Associate Dean for Specialty Development
This job description is intended as a guide to the range of duties for this post; all Programme Directors may be asked to take on additional duties commensurate with their role, given the NHS changes, in order to deliver the Deanery’s core business.

All job profiles will be reviewed after 12 months operation.

January 2012
**Wessex Deanery**

**Specialty Programme Director**

**PERSON SPECIFICATION**

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<th>CRITERIA</th>
<th>ESSENTIAL</th>
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<tr>
<td>Qualifications</td>
<td>i. Primary medical qualification</td>
<td>i. University Higher Degree</td>
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<td>ii. Membership/ Fellowship of a Royal College</td>
<td>ii. Educational qualification</td>
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<td>iii. On the Specialist Register</td>
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<td>iv. Educational Supervision Course</td>
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<td>Employment</td>
<td>i. Current, substantive contract as an NHS/University Consultant or</td>
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<td>Associate Specialist in the specialty</td>
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<td>Special Knowledge/ Experience</td>
<td>i. Knowledge of the NHS, its structures and processes</td>
<td>i. Experience of working with doctors in training in an educational</td>
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<td>ii. Knowledge of the organisation of PG education</td>
<td>context</td>
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<td>iii. Knowledge and understanding of MMC and its implications for</td>
<td>ii. STC Rep experience</td>
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<td>workforce and education</td>
<td>iii. Awareness of funding streams</td>
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<td>iv. Up to date with specialty developments</td>
<td>iv. Experience of educational leadership and innovation or managing a</td>
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<td>v. Good understanding of current health, social and education policy</td>
<td>multi-professional team</td>
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<td>vi. Trained in recruitment, selection and Equal Opportunities</td>
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<td>Practical/ Intellectual Skills</td>
<td>i. Demonstrated leadership, ability to influence and motivate others</td>
<td>i. Trained in Appraisal techniques</td>
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<td>ii. A strong sense of vision and prepared to innovate</td>
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<td>iii. Committed to personal development</td>
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<td>iv. Strong interpersonal communication, written and presentational skills</td>
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<td>v. Ability to quickly establish professional credibility</td>
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<td>vi. Problem solving and objectivity</td>
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<td>vii. Excellent organisational and time management skills</td>
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<td>viii. Awareness of healthcare workforce issues</td>
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January 2012