

JOB DESCRIPTION – Director of Medical Education

June 2020

NB The Director of Medical Education role can be known by a wide range of other titles including Clinical Tutor and Associate/Deputy Medical Director for Medical Education. Regardless of nomenclature, the role descriptor must contain overarching responsibility for postgraduate medical education within a local education provider (LEP), jointly appointed by (and responsible to) the LEP and Deanery

Accountable to: Medical Director; Postgraduate Dean; Undergraduate Dean/Medical School Dean (*delete as applicable*)

Tenure: The post is for three years, renewable for a second term subject to meeting objectives and a satisfactory annual performance review.
(*NB some devolved nations appoint to a permanent (tenured) post*)

Appointment: The DME is jointly appointed by the Local Education Provider (LEP) and Deanery. NACT UK recommends a tariff of 3-5 PAs for this role to allow appropriate time to undertake this role effectively (dependent on size of Trust and breadth of role)

Job Purpose:

The Director of Medical Education (DME) provides leadership, strategic direction and vision for the assurance, management and delivery of postgraduate (and in some cases undergraduate) medical education in the Local Education Provider (LEP, normally an NHS Trust). They are responsible for the quality of the learning environment provided by LEP for medical learners defined within their role. The DME works with the Medical Director and/or the executive lead for education/Director of HR to develop effective medical workforce plans and to ensure the smooth running of the education centres in the LEP.

The DME oversees appropriate and transparent use of the educational tariff received by the LEP for postgraduate medical and dental education, working with others to promote inter-professional education across all healthcare learner disciplines.

Key Responsibilities

Strategic and Corporate

- Communicate effectively about matters relating to all aspects of medical education with board members, directors, senior managers and clinical leaders across the LEP and the wider healthcare community
- Develop and deliver a LEP framework and strategy for postgraduate (and undergraduate) education consistent with the LEP's plans
- Deliver strong and effective governance of medical education
- Develop and maintain excellent external working relationships with key stakeholders including HEE/NES/HEIW/NIMDTA, the GMC, Royal Colleges and Faculties and Higher Education Institutions (HEIs) including universities
- Use innovative approaches to continually improve the medical education offering to all learners.
- Oversee the running of the education centre, alongside the medical education manager
- Embody the values of the LEP

Quality Assurance

- Assure the LEP board that medical education is supporting a high-quality training experience to all medical learners
- Assure the quality of the organisation's learning environment to ensure issues are identified and managed (including suitable liaison with HEE/NES/HEIW/NIMDTA Quality Management Team, Heads of School and TPDs).
- Lead the LEP's response and actions following external feedback/surveys and educational visits ensuring this is coordinated and timely
- Keep up to date with changes in medical education ensuring the LEP has awareness of and responds to these changes

Financial

- Ensure effective and responsible use of all educational tariff the LEP receives, following the Department of Health tariff guidance on its expenditure

Staff Development

- Create and maintain a coherent, co-ordinated and inclusive medical education faculty covering all medical learners.
- Support for Clinical Tutors, Foundation Programme Directors, SAS Tutor, LED Tutor, Specialty Tutors and Educational Supervisors, ensuring their role is maximised to support medical learners, deliver the medical education strategy and create an effective learning environment
- Keep a record of trained Educational and named Clinical Supervisors and supply the information to the required governing body to allow them to be recognised for their role.

Support

- Ensure all medical learners have an effective organisational/trust and departmental induction before starting work and a named and trained Educational and Clinical Supervisor
- Oversee the management of medical learners who are involved in serious incidents (SI), complaints, conduct and capability investigations to ensure there are appropriate support mechanisms in place and there is an effective reporting structure to inform the learner's responsible officer (normally the Postgraduate Dean) as appropriate
- Assure there is a robust system in place for supporting trainees requiring additional support and signposting them to local and regional support mechanisms
- Assure there is an effective mechanism in place for medical learners to access study leave time and funds
- Support multi-professional education in the LEP alongside the relevant educational leads

Personal Development

- Assure personal and professional development (including CPD)
- Be an active member of NACT UK including attending NACT UK medical education leadership development courses, and raising concerns and proposals for improving education through the regional NACT Council representatives
- Remain up to date with modern concepts of healthcare educational leadership and innovations in medical education, undertaking training to meet any learning needs identified

Key Relationships:

Maintain good working relations with:

- Medical Director
- Director of Human Resources
- Education Centre Manager
- Organisational Educational Leads/Specialty/College Tutors/Clinical tutors
- SAS and LED Tutors
- Postgraduate Dean
- HEE/NES/HEIW/NIMDTA local office teams (including quality and revalidation), Heads of School and training programme directors (TPDs)
- Royal Colleges and Faculties
- HEIs including Universities
- General Medical Council

Support for the role

To undertake the role effectively the LEP must provide the postholder with a private office and appropriate IT hardware and software. There should be a Medical Education Manager in place who is professionally responsible to the DME.

The postholder will be supported with professional leave and expenses to cover the additional costs incurred in attending regional and national meetings whilst undertaking this role.

Person Specification: Director of Medical Education

| REQUIREMENTS | ESSENTIAL | DESIRABLE |
|------------------------------------|--|---|
| Appointments/Qualifications | <ul style="list-style-type: none"> • Full registration with the GMC • Appointment as a consultant/SAS/GP/dentist (min. 5PA clinical contract) • Recognised as a GMC educational supervisor | <ul style="list-style-type: none"> • Min. 4 years' experience in the current appointment • Postgraduate qualification in medical education, leadership or management • Min. of 2 years' experience in a senior education role e.g. specialty tutor, TPD, dept. educational lead, |
| Experience | <ul style="list-style-type: none"> • Breadth of experience in medical education <i>e.g. training and supervision of doctors, students and other professionals</i> • Knowledge of assessment methods • Experience as a representative of doctors • Min. of 3 years as an ES | <ul style="list-style-type: none"> • Experience in leadership or management within a formal role or as part of a team in related activity • Experience as a medical appraiser |
| Teamwork | <ul style="list-style-type: none"> • Ability to contribute within multi-disciplinary teams • Positive attitude towards multi-professional working | <ul style="list-style-type: none"> • Team or service-based QI work as a project or part of a programme • Leading diverse teams and taking responsibility to deliver results |
| Communication | <ul style="list-style-type: none"> • Excellent oral, aural and written skills • Excellent interpersonal skills and the ability to deal with difficult situations • Evidence of supporting junior staff and colleagues • Evidence of supporting trainees/ers with significant needs | <ul style="list-style-type: none"> • Evidence of supporting colleagues who are working with 'trainees in need of support' • Evidence of relevant audit, research and/or publications in education |
| Management | <ul style="list-style-type: none"> • Excellent understanding of the medical education landscape • Evidence of good organisational and leadership skills • Evidence of contribution to service development • Evidence of understanding medical management | <ul style="list-style-type: none"> • Evidence of experience at strategic level of national and/or international education organisations • Experience of line management of medical and non-medical staff • Experience of managing a budget |
| Teaching | <ul style="list-style-type: none"> • Experience of teaching and training <i>e.g. medical trainees, healthcare disciplines and allied health professionals</i> • Knowledge of assessment methods • Knowledge of relevant educational standards | <ul style="list-style-type: none"> • Evidence of teaching abilities – positive feedback and/or teaching observation • Interest and enthusiasm for improving delivery of medical training |
| Personal | <ul style="list-style-type: none"> • Evidence of personal development • Understanding and use of IT in education | <ul style="list-style-type: none"> • Evidence of continued learning and personal development in medical education (including ES, ARCP, equality and diversity training) |