

**JOB DESCRIPTION**

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| **1. JOB DETAILS** |  |
| **Job Title:** | Medical Education Co-ordinator - Quality |
| **Responsible to:** | Medical Education Service Manager |
| **Department & Base:** | Medical Education, Education Centre Borders General Hospital |
| **Date this JD written/updated:**  VC4689 | September 2023 |
| 2. JOB PURPOSE  The post holder is responsible for   |  |  | | --- | --- | | **Quality** | Monitoring the quality of all aspects of undergraduate and postgraduate medical education in NHS Borders | | **Governance** | Co-ordinating local governance activities and liaising with the Scotland Deanery about national governance activities. Co-ordinating the Recognition and Approval of Trainers (RoT) process | | **Induction** | Induction of medical students and doctors in training | | **Teaching** | Overseeing the delivery of curriculum-linked local teaching programmes | | **Information** | Disseminating information to undergraduates, postgraduate doctors in training and trainers as well as the timely and accurate collection of data for quality monitoring | | **Wellbeing** | Acting as a point of contact for medical students with queries / concerns | | **Administration** | Providing administrative support to the Director of Medical Education, Associate Director of Medical Education and Undergraduate Leads for Senior Medicine | | **Outreach** | Working with HR and Medical trainees to support an annual programme of activity for school students interested in pursuing a career in Medicine | | |
| **3. ORGANISATIONAL POSITION**  The Medical Education Co-ordinator (Quality) is line managed by the Medical Education Manager, is accountable to the Director of Medical Education, and works with the Regional Quality Management Group.  Medical Director  Medical Education Manager  Clinical skills and simulation technician  Medical Education  Co-ordinator - Quality  Associate Director of Medical Education  Head of Clinical & Professional Development  Director of Medical Education / Associate Medical Director  Foundation Programme Director  Deputy Medical Education Manager  Medical Education Administrator | |

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| **4. SCOPE AND RANGE**  **Clients**: The Director of Medical Education (DME), the Associate Director of Medical Education; the Medical Education Service Manager, medical undergraduates and student assistantships (>200/year); doctors in training (Core trainees (~16/year); General Practitioner Specialty Trainees (GPSTs; ~40/year); Specialty trainees including internal medicine trainees (STs & IMTs; ~36/year) Physicians’ Associates (PAs); Clinical Development Fellows (CDFs); Locums (LATs; ~2/year) and Educational / Clinical Supervisors (>50)  **Financial**: Processing orders for stationery, equipment and catering  **Activities**: First line medical education support for Medical Undergraduates; GPSTs; STs & IMTs; CTs; LATs; CDFs and IMGs; 5 inductions annually; 13 intakes of medical students annually; organisation of teaching programme for GPSTs; upkeep and reporting from TURAS Training Programme Management and Portfolio; upkeep of the Medical Education website and Twitter feed; Virtual Induction Passport monitoring and reporting. Quality monitoring and reporting to the 6 Undergraduate Leads; the DME and ADME, the medical education governance forum, medical education team and contribution to annual DME reports to the Clinical Governance & Quality Committee and Health Board. Co-ordination with the Scotland Deanery for quality visits and panels. |
| **5. MAIN DUTIES/RESPONSIBILITIES**  **Quality**   * Monitor the quality of all aspects of undergraduate and postgraduate medical education in NHS Borders, e.g. evaluating teaching and conducting end of placement focus groups; analysing and reporting feedback * Conduct focus groups with medical undergraduates and doctors in training, triangulating with the GMC and the Scottish Training Surveys, identifying areas for improvement and supporting the Director of Medical Education (DME) and Clinical Directors to agree and monitor action plans * Ensure that placements for GPSTs, STs, IMTs, CTs, LATs; PAs and IMGs comply with Deanery requirements and GMC standards (communication, induction, educational, clinical supervision) * Prepare for Scotland Deanery Quality Management-Quality Improvement (QM-QI) visits: scheduled visits; triggered visits and enhanced monitoring visits * Support the Director of Medical Education in preparing Local Education Provider reports for the Scotland Deanery * Maintain the medical education website * Maintain the Medical Education Twitter feed   **Governance**   * Control and recommend improvements to the quality of training and the trainee / student experience by considering results from national trainee and trainer surveys, undergraduate surveys and outcomes from local focus groups * Produce reports for the Director of Medical Education and the Medical Education Governance Forum and contributing to the DME report to the Clinical Governance and Quality Committee of the Health Board * Administer the Medical Education Governance Forum * Respond to postgraduate and undergraduate Quality Review Panels * Co-ordinate Quality Management-Quality Improvement visits * Administer the recognition and approval of trainers process, facilitating access to appropriate training for clinical educators and maintaining a record of training attended   **Induction**   * Induction of medical students and doctors in training, including SES Virtual Induction Passport, for GPSTs, other specialty doctors in training (STs), internal medicine trainees (IMTs), core trainees (CTs), LATs, physicians’ associates (PAs); Clinical Development Fellows (CDFs) and International Medical Graduates (IMGs)   **Teaching**   * Oversee the delivery of curriculum-linked local teaching programmes, in particular for GPSTs; advertise teaching; record attendance; evaluate teaching   **Information**   * Disseminate information to undergraduates, postgraduate doctors in training and trainers and collect timely and accurate data for quality monitoring   **Wellbeing**   * Act as a point of contact for medical students with queries / concerns in relation to their placement / accommodation; secure suitable accommodation for students in GP attachments across NHS Borders; administer bike loans to medical students. * Act as the first point of contact in medical education for GPSTs, STs, IMTs, CTs, LATs, PAs and CDFs and IMGs * Act as a champion on the Trickle wellbeing and engagement app and promote its use * Liaise with Chief Residents to organise social events for postgraduate doctors in training   **Administration**   * Provide administrative support to the Director of Medical Education, Associate Director of Medical Education and Undergraduate Leads for Senior Medicine   **Outreach**   * Work with HR and Medical trainees to support an annual programme of activity for school students interested in pursuing a career in Medicine   **Other**   * Organise events relating to medical education * Create and maintain databases of relevant information for medical educational purposes * Provide support to the Medical Education Team for service continuity * Other duties across the medical education team as required |
| 1. **SYSTEMS AND EQUIPMENT**   The post holder will be required to be proficient in the use of the following equipment:   * Computer / laptop * Office 365 / Microsoft Teams * TURAS Training Programme Management (TPM) * TURAS Portfolio * learnPro NHS / Virtual Induction Passport (VIP) * Medical Education website * Trickle wellbeing and engagement app * Tutorial Booking System (TuBS) * Image editing software – e.g. SnagIT * Video camera and audio recorder * Telephone / computer headset / telephone conference system * Data Projector * Interactive whiteboard * Video-conferencing system * Laminator * Photocopier / printers / scanner / multi-functional device * Shredder * Email * Internet * General office equipment |
| **7. DECISIONS AND JUDGEMENTS**  The Post Holder   * Makes decisions arising from enquiries from doctors in training, medical staff including Educational and Clinical Supervisors involved in the GPST training programme, exercising day to day judgements to determine the right solution, taking advice from the Medical Education Service Manager and Director of Medical Education as required * Works within the organisational policies and procedures and contributes to the development of standard operating procedures in medical education * Anticipates problems, proposes solutions, and acts on them using their own initiative, taking advice from the Medical Education Service Manager as necessary * Responds appropriately to issues encountered without prompting * Shows diplomacy and has the ability to handle enquiries and arrangements tactfully |
| **8. COMMUNICATIONS AND RELATIONSHIPS**   * Works closely with and communicates effectively with the Director of Medical Education, Associate Director of Medical Education, Medical Education Service Manager, Deputy Medical Education Manager, Medical Education Administrator and Clinical Skills and Simulation Technician * Facilitates team working and team cover by conducting medical education e-mail communications through the medical education generic e-mail address * Ensures that tasks are recorded in standard operating procedures (SOPs) to facilitate team working and team cover * Communicates with doctors in training, medical students, Educational and Clinical Supervisors, face to face, by letter, e-mail, text, Microsoft Teams and via the Medical Education website. Liaises with Co-ordinators and Medical Education Service Managers and Quality Officers from across South East Scotland * Communicates with Medical staff and their secretaries, Medical Staffing (HR), staff in Clinical & Professional Development and Library Services and colleagues from IM&T, persuading and negotiating, and explaining often complex processes to non-specialists * Communicates with Scotland Deanery office * Disseminates news about medical education events * Uses excellent interpersonal and communication skills to optimise good working relationships * Employs composure, tact and judgment when dealing with individuals who may be worried or stressed |
| **9. PHYSICAL DEMANDS OF THE JOB**   * Display Screen Equipment work accounts for approximately 90% of the post holder’s working day. Good keyboard skills are essential. * Light physical effort required to move/carry equipment and furniture in accordance with Manual Handling Policies to prepare rooms for educational activities. |
| **10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB**   * Prioritising a sometimes unpredictable workload and conflicting demands * Taking prompt and effective action to resolve urgent requests or last minute teaching issues, ensuring continuity * Working under pressure to challenging timescales * Negotiating with medical staff to deliver teaching * Dealing with interruptions and disturbances to the workflow |

This job description is not definitive and may be subject to

future amendments following negotiation and consultation.

**PERSON SPECIFICATION**

For the post of Medical Education Co-ordinator - Quality

Below are the essential knowledge, training (including qualifications) and experience required to do this job:

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| **ESSENTIAL**   1. **Education** - educated to SCQF level 6 or have equivalent experience 2. **Experience** – knowledgeable about administrative / office skills 3. **Digital literacy** - very confident with PCs, mobile devices, IT/online systems and MS Office 4. **Interpersonal skills** - able to apply tact and judgment and convey respect when dealing with individuals who may be worried, confused, stressed or under time pressures 5. **Communication skills** - excellent verbal and written communication skills, able to exchange often complex, sensitive or confidential information with consultants and doctors in training, clearly and tactfully, exercising negotiation and persuasion skills and good judgement to achieve agreement or engagement 6. **Analysis skills** - able to collect and analyse information from multiple sources, and report findings using excellent report writing skills 7. **Team working** – able to work collaboratively within a team and independently, communicating openly and recognising when to escalate 8. **Planning skills** – able to efficiently and effectively plan and organise complex activities and events which may require change at short notice, to tight deadlines and with attention to detail 9. **Problem solving** – able to problem solve independently on a day to day basis where there may be more than one solution, recognising when to escalate   **DESIRABLE**   1. Good knowledge of medical education terminology, procedures and practices and experience of working in a medical education / education team 2. Experience of working with presentation equipment and online meetings 3. Commitment to own training and development 4. Experience of working within an NHS environment |