

Position description

Position title:	Medical Educator
Date of last revision:	December 2019

1. Purpose

Medical educators have multiple roles and responsibilities in nurturing the development of health practitioners. The main focus at present is on the development of general practitioners through their participation in vocational training to obtain fellowship of either or both the RACGP or the ACRRM, although medical educators are also involved in medical student education, the education and training of pre-vocational doctors, and in Continuing Professional Development. It is likely that that involvement in health professional education will broaden with increasing vertical and horizontal integration and with inter-professional learning.

2. Essential duties and responsibilities

Medical educators at all stages have generic roles and responsibilities such as:

1. actively participating in medical education activities, contributing to the delivery of learning outcomes mapped to the RACGP and ACRRM curricula, and the constructive alignment of these learning outcomes with education activities and assessment
2. participate in reviewing the evaluation of education and training activities
3. assessing the performance of GP registrars/participants by collating information from:
 - a. Observation of consultations and role plays (video-taped and "live")
 - b. Feedback from supervisors, practice staff, and in some circumstances patients
 - c. Feedback from the registrar or participant
4. analysing areas of strength and weakness, and contributing to professional development and learning plans for individual registrars/participants, and cohorts of registrars/participants
5. supporting the development of supervisors as effective clinical teachers and mentors
6. analysing and reflecting on their own performance and developing an appropriate professional development plan relevant to their position as medical educator
7. providing individualised training advice to ensure registrars or participants progress in accordance with curriculum requirements, and College and contractual standards. This requires an understanding of the architecture of the relevant program and the extent to which the interests of stakeholders are recognised and reconciled with the needs of GP registrars or participants and GP supervisors.

3. Grading

GP Synergy has six grades for medical educators; with Grade 1 being the entry level through to Grade 6, the Deputy Director of Education and Training ACT and NSW. The requirements, competencies and descriptors are cumulative in the following document e.g. Grade 3 subsumes the requirements and competencies of Grade 1 and Grade 2 medical educators, and the description of each grade should be read in conjunction with the descriptors for the previously outlined medical educator grades.

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GRADE 1	Junior and Junior Academic Medical Educator (may include additional responsibilities of RACGP Practice Experience Program (PEP) portfolio area)
This is the usual entry level: The employee at this grade would usually be an experienced GP with some prior interest and involvement in education and training as a GP supervisor, and/or medical student preceptor, and/or in peer or GP registrar education and training as an occasional facilitator or presenter. For more information regarding the RACGP PEP portfolio area, refer to Attachment C for Position Specification - Medical Educator with an RACGP PEP portfolio area.	
Essential qualifications	FRACGP and/or FACRRM.
Pre-requisites	Full unconditional medical registration with Australian Health Practitioners Regulation Agency (APHRA) Vocational registration & currency of clinical practice Full drivers licence Demonstrated interest in teaching and training
Training planning competencies	Understands the requirements of the fellowship program and is able to give accurate training advice to GP registrars/participants or potential GP registrars/participants, and assess suitability for their fellowship pathway.
Formal education competencies	Can design and deliver under supervision, delegated components of an education activity for GP registrars, participants and/or GP supervisors, incorporating: <ul style="list-style-type: none"> a) Appropriate learning objectives referenced to the relevant curriculum b) Constructive alignment of objectives, activities and assessment c) Evaluation d) Facilitation of small groups e) Convening/presenting to large groups.
Coaching	Can assess consultation skills and performance by GP registrars/participants via video debriefing or clinical teaching visits. Gives formative feedback on performance to GP registrars and GP supervisors.
Team work/Personnel management	Is an effective team member; able to work with colleagues collaboratively.
Planning	Organises and prioritises own workload and manage peaks and troughs in activity; is able to recognise the need for, and ask for assistance in a constructive fashion.
Other competencies	Proficiency with MS Word (able to generate professional documents in a variety of formats), Outlook (can manage email and calendar functions proficiently); PowerPoint (can generate a simple presentation using supplied templates appropriately) GPRime (can use TA, CTV, iForms and other functionalities appropriately and is able to coach registrars in these).

GRADE 2**Medical Educator**

(may include additional responsibilities of RACGP Practice Experience Program (PEP) portfolio area)

This is usually a medical educator who commenced at Grade 1 but who over a period accumulated additional responsibilities and skills: alternatively, it may be a medical educator with previous experience at another training provider or similar organisation. For more information regarding the RACGP PEP portfolio area, refer to Attachment C for Position Specification - Medical Educator with an RACGP PEP portfolio area.

Essential qualifications As above: plus, attendance at recognised educator development activities such as master-classes; medical educator workshops; relevant conventions and conferences (demonstrating an expanded appreciation and knowledge of the context of general practice education and training).

Pre-requisites As above: plus at least 12 months experience as a medical educator working in AGPT or similar fellowship pathway program or in an education and training context of similar complexity.

Training planning competencies As above: in addition is able to supervise and advise Grade 1 Medical educators in their provision of training planning advice. Is able to collate information from the Department of Health policy and procedures, College standards, and internal policy and process documents into explanatory documents and presentations, or to answer training queries which are not accommodated by existing documentation.

Formal education competencies As above: plus at least 12 months experience as a medical educator working in AGPT or similar fellowship pathway program or in an education and training context of similar complexity.

Coaching As above: in addition is able to identify aspects of weakness and strength in performance and assist GP registrars/participants or GP supervisors develop an approach to address areas of weakness. A grade 2 medical educator is not expected to develop focussed learning plans/needs or remediation plans on their own, but would be expected to be able to determine whether registrars/participants or supervisors required increased levels of support with either focussed learning or remediation. They would be able to deliver elements of a remediation plan e.g. remedial CTVs or video-debriefing.

Team work/Personnel management As above: in addition, can take leadership of small working groups defining objectives and working arrangements, and delegating tasks. Is able to take leadership of portfolio areas in education or policy and process. Is able to provide assistance and advice to junior medical educators.

Planning As above: contributes to the planning of formal education programs, and to the overall evaluation of program effectiveness.

Other competencies As above: in addition is able to use appropriate reporting functions of GPRime to assist in program monitoring and evaluation.

GRADE 3	Senior Medical Educator (may include additional responsibilities of Aboriginal and Torres Strait Islander, supervisor or RACGP Practice Experience Program (PEP) portfolio area)
This is the grading of a senior medical educator, with significant experience and capable of taking a leadership role in the absence of more senior staff, or for significant areas of program responsibility. Refer to Attachment A for Position Specification - Medical Educator with Aboriginal and Torres Strait Islander portfolio area, Attachment B for Position Specification - Medical Educator with supervisor portfolio area, or Attachment C for Position Specification - Medical Educator with an RACGP PEP portfolio area.	
Essential qualifications	As above. Would be expected to have acquired or is in the process of acquiring formal medical education or other relevant qualifications.
Pre-requisites	At least 2-3 years' experience as a medical educator in Australian General Practice Training or in an education and training environment of similar complexity. In the event of the latter, the educator would still be expected to have considerable awareness of and knowledge about vocational training for general practice.
Training planning competencies	As above: in addition, would be able to manage training planning for cohorts of GP registrars or participants, and be responsible for local process development with appropriate consideration of the Department of Health and College policy and standards, and identification and consideration of the needs of local registrars and other stakeholders.
Formal education competencies	As above: is able to initiate and develop cohesive programmes such as: education program for GP registrars, participants and supervisors: is able to design and deliver professional development activities and programs for medical educators.
Coaching	As above: is able to develop, draft and implement remediation and Focussed Learning Plans (FLPs) for GP registrars, participants and GP supervisors.
Team work/Personnel management	As above: in addition, supervises more junior medical education staff, allocating and supervising tasks and monitoring progress and completion. Is able to contribute to the appraisal and performance of more junior medical education staff. Under delegation from DoET, chairing of medical educator working groups.
Planning	Critiques and develops and implements medical education policy.
Other competencies	Critiques and develops approaches to the evaluation of program effectiveness.

GRADE 4A**Senior Medical Educator**

(with additional responsibilities for projects, programmes and supervision, may include additional responsibility of Aboriginal and Torres Strait Islander, supervisor or RACGP PEP portfolio area).

This is the grading of a very senior medical educator, with significant experience taking a leadership role in projects and programs and able to manage teams of medical educators. Refer to Attachment A for Position Specification - Medical Educator with Aboriginal and Torres Strait Islander portfolio area, Attachment B for Position Specification - Medical Educator with supervisor portfolio area, or Attachment C for Position Specification - Medical Educator with an RACGP Practice Experience Program (PEP) portfolio area.

Essential qualifications As above. Is expected to have acquired or be in the process of acquiring formal medical education or other relevant qualifications.

Pre-requisites At least 4-5 years' experience as a medical educator in Australian GP Training or in an education and training environment of similar complexity. In the event of the latter, the educator would still be expected to have considerable awareness of and knowledge about vocational training for general practice.

Training planning competencies As above: in addition is able to manage training planning for cohorts of GP registrars or participants and be responsible for local process development with appropriate consideration of the Department of Health and College policy and standards, and identification and consideration of the needs of local registrars and other stakeholders. Is also able to work across the training organisation and with other training organisations and colleges in developing and implementing educationally innovative programs.

Formal education competencies As above: is able to initiate, develop, manage, and coordinate cohesive regional education programmes for GP registrars, participants and/or GP supervisors. Is able to design and deliver professional development activities and programs for medical educators.

Coaching As above: is able to develop, draft and implement remediation and Focussed Learning Plans (FLPs) for GP registrars and GP supervisors, and supervise other medical educators in their work with remediating GP registrars and GP supervisors.

Team work/Personnel management As above: in addition, supervises medical education staff, allocating and supervising tasks and monitoring progress and completion. Is able to take delegated responsibility at the regional educational level in the event of the absence of the Deputy Regional Head of Education or the Regional Head of Education or Head of Practice Experience Pathway. Is able to contribute to the appraisal and performance of junior medical education staff.

Planning Critiques and develops and implements medical education policy.

Other competencies Critiques and develops approaches to the evaluation of program effectiveness.

GRADE 4B**Deputy Regional Head of Education**

As per 4A, with additional responsibility of undertaking management of regional education and training matters at the regional and/or sub-regional level, observing all delegations of the Regional Head of Education role.

GRADE 5A	Regional Head of Education or Head of Practice Experience Program or Head of Prevocational Education
Management and evaluation of regional education and training matters at the regional and/or sub-regional level. Leads team of medical educators and requires senior medical educator experience. For more information regarding the Head of Prevocational Education portfolio area, refer to Attachment D for Position Specification – Head of Prevocational Education.	
Essential qualifications	As above.
Pre-requisites	As above: in addition, has experience in all aspects of medical education and training within AGPT or similar program, including a substantial track record in responsibility for administering substantial elements of an education and/or training program.
Training planning competencies	As above: in addition is able to provide support and advice in resolving education and training queries and problems to other medical education and administration staff within the program. Is able to identify where changes in training program policy and process are necessary, and reporting to Director of Education and Training (DoET) ACT and NSW, propose and implement change, particularly to ensure that regional or program variations are appropriate and clearly communicated within the organisation and to GP registrars, GP supervisors and/or participants.
Formal education competencies	As above. Regional Head of Education: in addition, is responsible for the design and delivery of formal education programs for GP registrars and GP supervisors within the allocated region, and is able to link regional activities to the education program across GP Synergy. Contributes to/provides leadership in education and training across regions through active engagement working with the Education Executive (EE). Head of Practice Experience Program: in addition is responsible for the implementation of the RACGP PEP program including overseeing workplace-based assessment and progress of the participants. Contributes to/provides leadership in education and training through active engagement working with the EE.
Coaching	As above: supervises and oversees remediation and FLP for registrars, supervisors and/or participants.
Team work/Personnel management	As above: The Regional Heads of Education and Head of PEP will work with the DoET ACT and NSW in supervising and managing the team of medical educators within each allocated region or program; responsible for the performance appraisal of medical educators within the region or program, and in contributing to the appraisal and professional development framework for GP Synergy. Takes regional responsibility where applicable and for relevant projects and programs.
Planning	As above: in addition, The Regional Heads of Education will be responsible for evaluation of program effectiveness within each region, and work with the EE and relevant committees in evaluating program effectiveness across the training organisation. The Head of PEP will be responsible for evaluation of the program effectiveness within GP Synergy. The Head of PEP will be responsible for overseeing the expansion of the program and liaise with the RACGP in planning and implementation of the program.
Other competencies	As above: in addition, identifies opportunities for medical education research, and participates in the development of research activities.
GRADE 5B	Director of Supervisor Education ACT and NSW or Director of Registrar Education ACT and NSW

As per 5A, with additional responsibility of working with the Director of Education and Training ACT and NSW in providing training organisation wide leadership and management of registrar or supervisor education. Chairs the Committee Overseeing Registrar or Supervisor Education.

GRADE 6

Deputy Director of Education and Training ACT and NSW

Provides support to, and carries out delegated elements of the DoET ACT and NSW role.

Acts as DoET ACT and NSW in the absence of the DoET ACT and NSW and observes all delegations assigned to the role.

Is responsible for having a key role in the development and implementation of an integrated GP registrar education program across the training organisation training organisations and in particular for overseeing the delivery of this education program in the training organisation.

Because of this responsibility for ensuring effective linkages between the urban and rural and outer-metropolitan components of GP Synergy, demonstrated experience in working and/or training within a variety of metropolitan and remote settings is an advantage. Experience in working within Aboriginal & Torres Strait Islander health and/or other allied health disciplines would be a further benefit in this position.

4. Distinguishing factors and competencies

4.1 Key Medical Educator attributes - a medical educator is:

- a communicator – works closely with teams and multiple stakeholders
- a scholar – engaged in high quality education, evaluation and research
- a problem solver - dealing with training issues within a complex system
- a reflective practitioner – promoting ongoing professional development in self and others
- politically and economically aware – cognisant of linked systems and issues.

4.2 Working conditions

- performing multidisciplinary job functions in a relatively stable work environment
- occasional disagreeable elements such as managing the co-ordination of competing tasks and priorities
- occasional travel.

4.3 Physical demands

- Requires medium work demands of an office environment.

4.4 Communicates with

- management
- medical educators
- senior staff
- general staff
- registrars, supervisors and practice staff
- external and internal clients and suppliers including external users of the premises
- other Industry stakeholders.

4.5 Scope of authority

- Grades 1 to 4B report to the Regional Head of Education
- Medical Educators (Grades 1 to 4B) with portfolio areas may have dual reporting lines
- Grades 5 to 6 report to the Director of Education and Training ACT and NSW

4.6 Safety and Security

Requires a very high ability to observe safety and security procedures and a high ability to observe the requirements under the Information Security Management System Charter and specific responsibilities. A high ability to determine appropriate action when responding to safety and security matters is required.

5. Document Information

5.1 Source documents and cross references

GP Synergy Policies, Procedures and Employment Contract

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5.2 Revision history

The following table shows the changes that have been made to this document.

Reviewer	Date	Comments
RC	January 2013	Created
RC	March 2015	Annual review
GL & ND	October 2015	Review
GL & ND	July 2016	Update
VM	March 2017	Update
ADMIN	August 2017	Safety and Security added
ADMIN	February 2018	Reformatted
VM	July 2018	Update
VM	October 2018	Update – Addition of Head of PEP
VM	January 2019	Update – Addition of ME with PEP portfolio
VM & SG	April 2019	Update – amendment to MSEP position specification
VM & RA	June 2019	Update – amendment of ME with PEP portfolio
VM & KF	December 2019	Update – addition of HPE position specification

Attachment A

Position Specification – Senior Medical Educator with an Aboriginal and Torres Strait Islander portfolio area

The Senior Medical Educator with an Aboriginal and Torres Strait Islander portfolio area collaborates with and supports the Medical Education team, the Aboriginal and Torres Strait Islander Cultural Education Unit and GP Synergy's Aboriginal and Torres Strait Islander registrars.

As part of the local medical education team, the Senior Medical Educator with an Aboriginal and Torres Strait Islander portfolio is expected to contribute locally as well as working collaboratively with other Medical Educators across ACT and NSW. The full-time equivalent loading for this role is solely for Aboriginal and Torres Strait Islander program related activity.

Education and support

The activities directly involved in the Aboriginal and Torres Strait Islander education program include:

- Assisting GP registrars to achieve their learning objectives within an Aboriginal and Torres Strait Islander health context.
- Providing mentoring to Aboriginal and Torres Strait Islander GP registrars.
- Attending professional development opportunities and relevant industry conferences and meetings (LIME, AIDA, PRIDOC, GPTEC, CE/CM workshops) where applicable.
- Advise the DoET on the GP Synergy Reconciliation Action Plan responsibilities where applicable.
- Contributing to the planning, design, development and delivery of all educational activities for the Aboriginal and Torres Strait Islander curriculum including small and large groups, webinars and online modules.
- Informing the DoET of all activities and evaluation findings and in consultation with the DoET forming recommendations and action plans for future improvements.
- Liaise with the Aboriginal and Torres Strait Islander Cultural Education Unit regarding areas to increase learning opportunities for registrars.

Advocacy

Act as an advocate for Aboriginal and Torres Strait Islander registrars within the education team.

Attachment B

Position Specification – Senior Medical Educator with supervisor portfolio area

The Senior Medical Educator with a supervisor portfolio area collaborates with and supports the Director of Supervisor Education (DoSE) and relevant Regional Head of Education (RHoE) and has a specific focus on supervisor education and support.

As part of the supervisor medical education team, the Senior Medical Educator is expected to contribute locally as well as working collaboratively with other Medical Educators across ACT and NSW. The full-time equivalent loading for this role is solely for supervisor related activity.

Education

The activities directly involved in the supervisor education program include:

- Contribute to the planning, design, development and delivery of all educational activities for supervisors including small/large groups, webinars and online modules.
- Participate in evaluation and review of the supervisor education program.
- Advise DoSE regarding the supervisor education program.
- Support DoSE with regard to delivering the education program both in the relevant local region and also at joint events.
- Inform RHoE of all activities and evaluation findings.
- Contribute to the broader community of medical educators involved in supervisor professional development within Australia.

Supervisor support

The activities associated with providing guidance and support for supervisors, in discussion with the RHoE, include:

- Provide mentoring and support for supervisors at any stage of experience in response to need.
- Undertake peer review visits where required.
- Participate in remediation activities for supervisors requiring additional assistance.
- Provide input into the accreditation status of supervisors/facilities (where requested by the RHoE; and in consultation with the RHoE and accreditation team).
- Review and approval of RPL applications for accreditation in consultation with DoSE and RHoE.
- Participate in activities that are aimed at informing and supporting supervisors with regard to their organisational requirements.

Advocacy

- Act as an advocate for supervisors within the education team.
- Educate and upskill the education team in the area of supervisor support and education.

Attachment C

Position Specification – Medical Educator with an RACGP Practice Experience Program (PEP) portfolio area

The RACGP's PEP is a self-directed education program designed to support non-vocationally registered (non-VR) doctors on their pathway to RACGP Fellowship. The Medical Educator with a PEP portfolio area collaborates with and supports the Head of PEP in the delivery of the PEP program and support of the PEP participants.

As part of the PEP team, the Medical Educator is expected to contribute locally as well as working collaboratively with other medical educators across ACT and NSW. The full-time equivalent loading for this role is solely for PEP related activity.

Education and support – Medical Educator (Grade 1 and 2)

PEP Medical Educator duties include:

- Undertake clinical assessment of PEP participants and provide them with feedback and opportunities to self-reflect. This includes but not limited to:
 - assessing learning units
 - direct observation of consultations and
 - clinical case analyses
- Participating in planning and executing educational activities such as webinars, workshops and simulated sessions
- Discussing multisource feedback with participants
- Monitoring participant progression in program this includes but not limited to reviewing their online portal, procedural logbook and learning plan
- Involvement in regular meetings with the PEP medical education and admin team to discuss and plan the progression of the program.

Education and support – Senior Medical Educator (Grade 3 and 4)

Senior PEP Medical Educator duties include the above, as well as:

- Assisting the participant in developing their learning plan
- Planning and delivering educational activities for the term
- Involvement in auditing and evaluating the program progression
- Coaching, training, and supporting new assessors
- Providing support to junior ME
- Developing focused learning needs and taking part in remediation process when required
- Involvement in developing PEP promotional material for stakeholders.

Attachment D

Position Specification – Head of Prevocational Education (HPE)

Reporting to the Director of Education and Training, with a dotted line to the Marketing and Communications Manager, the Head of Prevocational Education (HPE) role forms a key part of GP Synergy's education program for prevocational doctors who have yet to commence registrar training in any specialty.

This role is integral in GP Synergy's marketing strategy to raise the profile and interest in general practice within the hospital setting amongst prevocational doctors.

The HPE will develop and deliver a high-quality education program for prevocational doctors within the hospital system. The HPE will also inspire, generate and nurture interest in general practice amongst prevocational doctors (and medical students) by being an inspiring GP role model, a point of contact for enquiries and an advocate for the Australian General Practice Training (AGPT) program.

The role works closely with the marketing and medical education teams. Travel within and outside business hours is required. Some evening and very occasional weekend work may be required.

Education and support

The responsibilities of the HPE include:

1. Prevocational education

- developing a high-quality education program for prevocational doctors that demonstrates the breadth and challenge of general practice
- working with other key lead medical educators on developing a general practice JMO curriculum
- liaising with NSW and ACT key hospital contacts to secure JMO education slots at all hospitals identified as being of interest
- ensuring the quality delivery of the prevocational doctor education program across selected NSW and ACT hospitals. This will include:
 - delivering a significant portion of sessions
 - securing suitable presenters for sessions not delivered by the HPE including the training and quality control of education training sessions delivered by other medical education staff.

2. Promotion of the AGPT program

- in collaboration with the marketing team, develop the AGPT promotional presentation content for AGPT information sessions
- deliver the AGPT promotional sessions across NSW and ACT
- training and quality management of AGPT information sessions delivered by other medical education staff.

3. Prospective applicant nurturing

- being an inspiring role model for prevocational doctors and medical students
- be a main point of contact for prospective applicants as triaged by the GP Synergy marketing team and follow GP Synergy's Customer Relationship Management (CRM) strategy.
- Participate in other general practice promotional activities as required (this includes hosting the annual medical student GP career events).