

Position description

Position title:	Medical Educator
Date of last revision:	January 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 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
4. analysing areas of strength and weakness, and contributing to professional development and learning plans for individual registrars, and cohorts of registrars
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 progress in accordance with curriculum requirements, and College and contractual standards. This requires an understanding of the architecture of training and the extent to which the interests of stakeholders are recognised and reconciled with the needs of GP registrars 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.

GRADE 1**Junior and Junior Academic Medical Educator**

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.

Essential qualifications FRACGP and/or FACRRM.

Pre-requisites Full unconditional medical registration with Australia 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 AGPT and is able to give accurate training advice to GP registrars or potential GP registrars, and assess suitability for AGPT.

Formal education competencies Can design and deliver under supervision, delegated components of an education activity for GP registrars and/or GP supervisors, incorporating:

- 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 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**

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.

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 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 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 or GP supervisors develop an approach to address areas of weakness. A grade 2 medical educator is not expected to develop focussed learning intervention (FLP) or remediation plans on their own, but would be expected to be able to determine whether registrars or supervisors required increased levels of support with either FLP 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 Focused 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
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	
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
- 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

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

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 such as the GP Synergy supervisor weekends.
- Inform RHoE of all activities and evaluation findings.

Supervisor support

The activities associated with providing guidance and support for supervisors include:

- Provide input into accreditation applications (where requested by the RHoE; and in consultation with the RHoE and accreditation team).
- Review and approval of RPL applications.
- Provide mentoring to newly accredited supervisors.
- Provide mentoring to any other supervisor.
- Undertake peer review visits where required.
- Participate in remediation activities for supervisors requiring additional assistance.
- 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.

Attachment C

Position Specification – Senior 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 Senior 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 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 PEP related activity.

Education and support

The activities directly involved in the PEP include:

- Assisting the participants in the development of their learning plan.
- Provide mentor support: discuss assessments with participants, encourage self-reflection, and provide advice about the program.
- Monitor participant progress through the term: review procedural logbook, completion of learning units, and discuss multisource feedback assessments.
- Workplace based assessment (direct observation in practice, video and/or simulation, clinical case analysis).
- Develop simulated workplace based assessments.