

Position description

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| Position title: | Medical Educator – Grade 1 |
| Date of last revision: | February 2022 |

1. Purpose

Medical Educators (MEs) have multiple roles and responsibilities in nurturing the development of health practitioners. The main focus is on the development of general practitioners through their participation in vocational training to obtain fellowship of the RACGP and/or the ACRRM. 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.

Reporting to the Regional Head of Education (RHoE), the Medical Educator provides individualised support to registrars in training, ensuring relevant standards are attained. Medical Educators develop and deliver medical education activities, assess performance of registrars, assist registrars and supervisors in developing learning plans and ensure quality assurance is maintained through continuous improvement. Medical Educators engage with research and evaluation to actively participate in innovative approaches to adult education.

The Medical Educator – Grade 1 will develop a solid foundation in all aspects of the Medical Educator role with support from more senior MEs, as they experience the full cycle of the training calendar.

This position requires a minimum of 12 working hours per week, occasionally flexibility in hours may apply if suitable to business requirements.

2. Essential duties and responsibilities

Essential duties and responsibilities include the following, other duties may apply:

2.1 Provide individualised educational support to registrars

- a) support registrars in development of learning plan
- b) review submitted assessments and feedback on registrar performance from supervisors, clinical teaching visitors, practice staff, GP Synergy staff
- c) discuss feedback with registrar and encourage self-reflection with support from senior MEs
- d) discuss Focussed Learning Plan (FLP) development with registrars with direct support from senior MEs
- e) escalate concerns about registrar performance to the RHoE.

2.2 Provide individualised training advice and support to registrars

- a) gain an understanding of the requirements of the AGPT program
- b) develop awareness of the policies related to GP training
- c) provide accurate training advice to GP registrars with support from senior MEs
- d) regularly contact allocated registrars throughout all stages of training.

2.3 Contribute to GP Synergy medical education team general duties

- a) participate in selection process for candidates applying to commence in AGPT
- b) undertakes Induction Training Advice contacts with new cohort registrars
- c) work effectively as a team member, and collaborate across teams

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- d) gain an understanding of different medical education portfolio areas and working groups contributing where possible
- e) contribute to quality improvements and innovation within medical education.

2.4 Contribute to formal medical education activities for registrars

- a) understand and assist in the development of formal registrar education program
- b) assist senior MEs in coordinating and delivering components of registrar education program
- c) facilitate small group registrar activities with support from senior MEs
- d) facilitation and/or engage in educational activities for medical students and prevocational doctors
- e) become familiar with ACRRM and RACGP curricula
- f) participate in evaluations and suggest areas for improvement for education activities.

2.5 Contribute to assessment of individual registrars

- a) provide feedback and coaching for registrars through Clinical Teaching Visits (CTVs)
- b) provide feedback to registrar and/or their allocated ME, on registrar performance and engagement during educational events, and professionalism in interaction.

2.6 Actively undertake self-reflection and professional development

- a) analyse and reflect on own performance and discuss development in the role with RHoE
- b) actively participate in staff development opportunities within GP Synergy
- c) appropriately ask for advice and escalate concerns to the RHoE
- d) engage in external medical education professional development opportunities
- e) partakes in GP Synergy research, innovation and evaluation activities.

2.7 Involve Supervisors in registrar education, as required

- a) with support from senior MEs, involve supervisors in discussions regarding registrar progress, as required
- b) recognise when a supervisor may require additional assistance and escalate concern to the RHoE.

2.8 A Medical Educator may take on additional portfolio responsibilities (refer to attachment A)

3 Task specification

| Task name | % Total work |
|--|--------------|
| Provide individualised educational support to registrars | 20% |
| Provide individualised training advice and support to registrars | 20% |
| Contribute to GP Synergy medical education team general duties | 20% |
| Contribute to formal medical education activities for registrars | 15% |
| Contribute to assessment of individual registrars | 10% |
| Actively undertake self-reflection and professional development | 10% |
| Value the involvement of supervisors in AGPT | 5% |
| TOTAL | 100% |

4 Distinguishing factors and competencies

| Area | Description | Competency level required |
|---|--|---------------------------|
| Skills | | |
| Computing | High level office computing skills including MS Office applications: | |
| | • Word processing | Medium |
| | • MS Excel | Medium |
| | • MS Outlook | High |
| | • MS PowerPoint | High |
| | • Adobe | Medium |
| | • Database | Medium |
| Communication | Written and verbal communication skills | Very high |
| | Interpersonal skills | Very high |
| Customer service | External customer service skills | High |
| | Internal customer service skills | High |
| Coordination | Time management - ability to handle multiple tasks simultaneously | Very high |
| | Organisational and planning skills and the ability to plan and prioritise work to meet deadlines | High |
| | Demonstrates attention to detail, accuracy and thoroughness in work produced | High |
| | Document and electronic filing systems | Medium |
| | Research | Medium |
| | Project management | Low |
| Analytical | Synthesises complex or diverse information | Medium |
| Attitude and recommended characteristics | | |
| | Propensity towards internal and external customer service | High |

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| Attitude and recommended characteristics | Propensity towards being organised | High |
| | Works well in a team environment | High |
| | Propensity towards multidisciplinary task role and is flexible | Very high |
| | Keeps focussed and organised under 'reasonable' pressure | High |
| | Reacts well under 'reasonable' pressure | High |
| | Demonstrates respect for internal and external stakeholders and upholds organisational values | Very high |
| | Maintains professionalism and a positive and courteous manner | Very high |
| | Demonstrates sound work ethic | Very high |
| | Is reliable and dependable | Very high |
| | Undertakes and participates in self-development activities | High |
| | Exhibits an affirmative approach to the requirements of the role and organisational activity | High |
| | Takes pride in presentation, quality and efficiency of work | High |
| Complexity | | |
| Complexity | Requires a high degree of customer service and organisational skills | High |
| | Performs a variety of tasks in a multidisciplinary environment | High |
| | Requires high level degree of judgment to perform a variety of job tasks that involve reference to multiple sets of standards and policies and confidentiality requirements | Very high |
| | Ability to cope with competing priorities and resources | High |
| Supervision | | |
| Supervision | Requires the ability to be self-directed and work in a team setting | High |
| | Has the ability to take on a leadership role when appropriate | Medium |
| | Is capable of accepting tasks and delegation of tasks when required | Medium |
| | Has the ability to work unsupervised | Very high |
| Safety and security | | |
| Safety and security | Observes safety and security procedures | Very high |
| | Observes the requirements under the Information Security Management System Charter and specific responsibilities | Very high |
| | Determines appropriate action when responding to safety and security matters | Very high |

4.1 Knowledge

Requires knowledge of and should develop a good understanding over time of the requirements of Australian General Practice Training, RACGP Vocational Training Standards, ACRRM Training Standards for Supervisors and Training Posts, and GP Synergy, the Department of Health and AGPT policy and procedures (will be provided as part of orientation and induction to the role).

A sound understanding and proficient knowledge of other relevant standards, legislation, policies and procedures.

The role requires the requisite knowledge of the program to support and direct trainees and supervisors in their respective roles.

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
- Periodic weekend and after-hours duties – occasionally offsite
- Occasional travel including overnight travel

4.3 Physical demands

- Requires medium work demands of an office environment.

4.4 Communicates with

- Regional Head of Education
- Medical educators
- General staff
- Registrars, supervisors and practice staff

4.5 Scope of authority

Reports directly to the Regional Head of Education Officer under the matrix reporting structure.

5. Qualifications

5.1 Education

- FRACGP and/or FACRRM (or equivalent)
- Full unconditional medical registration with Australian Health Practitioners Regulation Agency (APHRA)

5.2 Experience

- Requires demonstrated interest in education and/or training environment
- Vocational registration and currency of clinical practice

5.3 Other qualifications/licences

- Unrestricted motor vehicle licence (essential)

6. Document Information

6.1 Source documents and cross references

- GP Synergy policies, procedures and employment contract

6.2 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 |
| VM & CC | December 2020 | Update – Redesigned format |
| KK | January 2022 | Reformatted |
| VM | February 2022 | Update – addition of Medical Educator Lead for PEP External Assessors |

Attachment A

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 Director 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.

Medical Educator Lead for PEP External Assessors – Senior Medical Educator (Grade 4)

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

- Recruitment, induction, and ongoing quality assurance of all PEP external assessors
- Supporting GP Synergy PEP MEs when contacted by external assessors or feedback from PEP participants regarding external assessors
- Working with the PEP administration team to facilitate the above.
- Working with the Events team in the delivery of regular educational events for external assessors.
- Mentoring other PEP MEs to develop skills in this portfolio
- Developing on going communication/newsletters with external assessors