

## JRCPTB Post-CCT Fellowships Guidelines – Educational Guide

### 1. Appointment of an educational guide

As a component of the JRCPTB post-CCT fellowship pilot process, each clinical service provider applying for approval to offer a JRCPTB post-CCT fellowship is required to allocate and confirm the role of a suitable consultant within the leading department for the post-CCT fellowship post to act as a named educational guide.

An educational guide is a nominated consultant who has accepted the role as the individual responsible for supporting, guiding and monitoring the progress of a named post-CCT fellow for a specified period of time. Every post-CCT fellow should have a named educational guide and the fellow should be informed of the name of their educational guide in writing.

In advance of the post-CCT fellow taking up their post the educational guide should ensure that they are adequately prepared for the role to:

- ensure safe and effective patient care throughout the fellowship
- establish and maintain an environment for learning
- teach and facilitate learning
- enhance learning through assessment
- support and monitor educational progress
- guide personal and professional development
- continue own professional development as an educator.

The educational guide should have completed training in line with the General Medical Council's *Recognition and approval of trainers* <http://www.gmc-uk.org/education/10264.asp>.

In addition, the educational guide should be familiar with the scope and objectives of the post-CCT fellowship post and the JRCPTB educational standards framework and should ensure that they have sufficient identified time agreed within their job plan to carry out the role effectively.

In some cases, a post-CCT fellowship post may cross more than one department. However, the clinical service provider should ensure that the educational guide who is appointed has responsibility for liaising with the fellow's key clinical supervisors and for coordinating the feedback, support and guidance for the post-CCT fellow.

## 2. Role and responsibilities of the educational guide

### Role purpose

The educational guide is required to oversee the learning experience, performance and progress of the post-CCT fellow and provide guidance to enable the fellow to gain and/or enhance their skills, knowledge and attitudes to fulfil the objectives of the fellowship and meet the clinical service need.

### Main duties and responsibilities

- to ensure that the post-CCT fellow gains appropriate clinical experience commensurate with the objectives of the fellowship;
- to provide clinical guidance (supervision) as appropriate to the level and experience of the post-CCT fellow;
- to ensure that protected time is set aside (normally 1 hour per week) to enable the fellow and the named educational guide to review cases, discuss progress and issues;
- to ensure that there is suitable mentorship with appropriate experience to reflect the core skill emphasis of the fellowship;
- to provide annual assessment of the fellow by review of progress and/or log book, assessment, CPD, etc;
- to ensure that an appropriate written record is maintained to enable continuity of guidance and feedback to the fellow as appropriate.

## 3. Supporting and guiding the post-CCT fellow

The responsibility of the post-CCT fellow is:

- to work with the educational guide to develop and demonstrate attainment of the appropriate skills/knowledge/attitudes sought from the fellowship and in line with the GMC's *Good Medical Practice* within the timeframe of the fellowship.
- to provide satisfactory evidence to the JRCPTB of the fellow's progress (and, if necessary, to provide evidence to the GMC in the event of the introduction of credentialing).

It is suggested that the educational guide adopts the following practice to facilitate achievement of the objectives for JRCPTB post-CCT fellowships:

### ***Ensuring safe and effective patient care throughout the fellowship***

- To ensure that the fellow has appropriate departmental/team(s) induction;
- To act to ensure the health, wellbeing and safety of patients at all times;
- To involve fellows in service improvement;
- To use educational interventions to improve patient care;

### ***Establishing and maintaining an environment for learning***

- To be proactive in encouraging the fellow to share their views on their experience;
- To establish a learning community within their department and/or in relevant areas of the organisation;
- To monitor, evaluate and take steps to address areas for improvement in the fellow's education and learning;
- To ensure that the fellow is exposed to appropriately skilled teachers and supervisors;

- To ensure that the fellow's workload requirements meet the criteria for the Educational Standards Framework and do not compromise any legal/regulatory requirement.

### ***Teaching and facilitating learning***

- To demonstrate exemplary subject knowledge and skills;
- To help the fellow to further develop their self-directed learning;
- To provide effective conversation skill to encourage reflective learning;
- To understand and be able to apply educational frameworks to the fellow's personal needs;
- To ensure that the fellow is able to make contributions to clinical practice commensurate with the graduated level of their performance and competence;

### ***Enhancing learning through assessment***

- To plan and/or monitor assessment opportunities to support the development of the fellow and to meet the level and standard expected from attainment of a JRCPTB accredited post-CCT fellowship;
- To understand and apply assessment frameworks which are relevant to assessment of the fellow's skills, knowledge and attitude and complement the normal revalidation process as outlined in the GMC's *The Good medical practice framework for appraisal and revalidation* ([http://www.gmc-uk.org/static/documents/content/GMC\\_Revalidation\\_A4\\_Guidance\\_GMP\\_Framework\\_04.pdf](http://www.gmc-uk.org/static/documents/content/GMC_Revalidation_A4_Guidance_GMP_Framework_04.pdf)). For example:
  - 360 degree feedback
  - Reflective practice e.g. a word limited exercise
  - Provide details of 2 cases that went well and 2 that did not– What did you do about them? What did you learn from the experience?
  - What would you want the next person in the Post CCT Fellowship post to do differently?
  - What is your personal development plan for next year?
  - Log book
  - Audit of results/clinical audit
- To provide regular feedback to the fellow that is clear, focussed and aimed at enabling the fellow to improve specific aspects of their performance.

### ***Supporting and monitoring educational progress***

- To explore and agree a learning contract with the fellow at the beginning of the Fellowship;
- To understand the clinical and core component aspects of the Fellowship and how these might be achieved;
- To identify learning and clinical service needs and discuss and gain agreement from the fellow on the objectives to be met;
- To facilitate opportunities for a wide-range of relevant learning opportunities and to support the fellow in accessing these, where appropriate;
- To review and monitor progress through regular, timetabled meetings;
- To ensure that appropriate written records are maintained and shared with the fellow to enable appropriate feedback and guidance and to provide a record of progress throughout the fellowship which enables the fellow to recognise strengths and to address areas of concern;

- To provide guidance for and to monitor the development of the fellow's portfolio (it is the fellow's overall responsibility to ensure that their portfolio is maintained and developed and that all supporting documentation is included);
- To respond effectively and efficiently to emerging problems with a fellow's progress, liaising with fellow's clinical supervisors for constructive feedback, as appropriate;
- To be proactive in seeking opportunities for support and guidance for fellows whose learning needs are outwith the scope and responsibility of the educational guide.

### ***Guiding personal and professional development***

- To ensure that the fellow participates in multi-source feedback;
- To provide guidance on the development of a portfolio and the overlap with the appraisal and revalidation process;
- To provide guidance on the wider national context of professional development for doctors;
- To act as a positive role model and to continue to develop own skills and techniques relevant to clinical service and personal and professional development.

### ***Continuing own professional development as an educator***

- To participate fully in local appraisal, validation and educational development activities;
- To actively evaluate own practice and act on formal (e.g. appraisal) and other (e.g. views of colleagues, patients, trainees, fellows) feedback received;
- To develop and act on a personal development plan.