CHAIR – CLINICAL PHARMACOLOGY & THERAPEUTICS TRAINING PROGRAMME MANAGEMENT COMMITTEE and TRAINING PROGRAMME DIRECTOR

Job Description

The chair of the Clinical Pharmacology & Therapeutics training programme management committee (TPMC) has a key role in managing the London speciality training programme and in ensuring that the delivery of training is of the highest standard. Key task is to chair and lead the Training Programme Management Committee, working with the UCLPartners associate director for speciality training programmes, the UCLPartners training programmes manager, the Health Education England (HEE) operations officer, directors of medical education and the appropriate Royal College through the head of specialty school.

The Clinical Pharmacology & Therapeutics training programme director (TPD) role is crucial to the effective management of all trainees within the Clinical Pharmacology & Therapeutics training programme and for supporting the quality management processes led by the Lead Provider in conjunction with the head of school. The TPD is responsible for ensuring that each trainee undertakes a training programme that meets the college’s curriculum and assessment requirements, and for balancing the needs of trainees within the training programme.

Key roles and responsibilities of the TPMC chair include:

- to chair the TPMC through a series of two meetings per annum.
- to ensure that the delivery of speciality training meets the quality standards set in the Statement of Requirements for the specialty, ensuring that the deliverables from the bid are regularly reviewed by the TPMC with progress recorded, evidence provided and issues escalated to UCLPartners.
- to maintain an on-going review of trainees and training posts through the TPMC.
- to participate fully in the development, introduction and delivery of training innovations designed to add value to UCLPartners’ specialty training programmes.
- to support, participate in and ensure that TPMC members are involved in annual review of competence progression (ARCP) and recruitment processes.
- to participate fully in any faculty development initiatives designed to enhance performance within the role.
- to participate in the UCLPartners governance arrangements for speciality training programmes. Attending a minimum of 75% of quarterly specialty training board meetings.
• to provide a single and authoritative point of contact with UCLPartners and the relevant HEE operations officer.
• to escalate any concerns directly to the UCLPartners associate director.
• to agree objectives and meet regularly with the UCLPartners associate director to review progress against objectives in relation to the role, discussing the role during Trust appraisals, with UCLPartners support where required.
• to adhere to any escalation processes agreed by UCLPartners and the HEE.

**Delivery of training through the TPMC**

This includes a responsibility in collaboration with TPMC members:

• through the TPMC ensure the development and establishment of an appropriate training programme in accordance with the Royal College curriculum.
• to support educational supervisors, as required, in the assessment of trainee learning needs and learning objectives.
• to provide advice on placements for those requiring targeted or remedial training.
• to advise on the appropriateness of time spent out of programme (OOP), ensuring that appropriate processes and procedures are followed (e.g. the OOP form is completed by the trainee and signed by the chair/TPD) ensuring that the resulting 'gaps' are appropriately filled.
• to ensure the appropriate management of trainees in difficulty (particularly where local supervisors are unable to effectively fulfil this function) utilising the support functions of the Professional Support UNIT (PSU).
• to alert the UCLPartners associate director for speciality training programmes and the postgraduate dean as responsible officer, of trainees in difficulty as appropriate.
• to advise the HEE operations officer regarding the transfer of trainees between HEE geographies as required.
• to work with other specialty TPMCs as appropriate on the development of inter-professional and cross-disciplinary training programmes or initiatives.

**Quality and commissioning through the TPMC**

This includes a responsibility in collaboration with TPMC members:

• to consider opportunities and bids for new speciality training posts, advising the head of school and postgraduate dean of requests to establish new posts.
• to advise the postgraduate dean and head of school of local fluctuations in numbers of trainees and/or posts in line with national allocations.
• to advise the postgraduate dean of any training difficulties to be addressed in specific local education providers (LEPs).
• to participate in formal quality visits to LEPs as required.
• to support UCLPartners in ensuring that requirements of the performance indicators are met, and to engage in the reporting requirements for the speciality via the annual report.
• to ensure that the TPMC takes ownership of any action plans resulting from quality processes that relate specifically to the specialty.
• to ensure that the TPMC regularly reviews the specialty deliverables from the bid with progress recorded, evidence provided and issues escalated to UCLPartners.
• to provide timely details of rotational information (within 12 weeks of the rotation date) to the HEE operations officer to ensure safe completion of employment checks by Trusts.

Training governance through the TPMC

To ensure in collaboration with TPMC members:

• close liaison with all UCLPartners LEP educational leads for the relevant specialty training programme via the TPMC. Ensuring membership on the TPMC from each LEP within the training programme.
• representation of feedback from the TPMC to the relevant speciality training board.
• membership on any pan-London or national speciality training committees to help shape and quality assurance of training across London.

Administration and management

• working with the HEE operations officer, to ensure that trainees are only placed into GMC approved training placements that reflect the level of training appropriate to the individual trainee.
• to ensure that the relevant HEE operations officer is fully appraised of rotational changes to the training programme, allowing adequate notice for information to be passed to Trusts and trainees (12 weeks before the rotation date).
• to input into any local review processes which informs the ARCPs.
• to participate in the ARCP process centrally, enabling TPDs to assess the progress of individual trainees and plan their further training.
• to oversee spending plans for any allocated educational funding.
• to work closely with the dedicated UCLPartners training programmes manager to ensure delivery of a quality led service management and administrative service.

Participation in the trainee recruitment in collaboration with TPMC members

• liaison, in relation to recruitment numbers, with the HEE operations officer
• involvement as required in the approval of advertisements, person specifications and specialty-training prospectuses.
• ensuring that appropriate post approval has been obtained.
• maintain regular contact with the LEP educational leads ensuring that UCLPartners has an up to date contact list of the consultants for ARCP and recruitment panels (who have completed the relevant training).
• participation as required in short-listing and interview processes.
• ensuring that successful candidates are fairly and transparently allocated to the vacant placements.
• work with UCLPartners, LEP educational leads and the head of school to ensure equality of opportunity, good quality care, patient focus and excellence in training.
**Key roles and responsibilities of the Training Programme Director (TPD)**

- to maintain up-to-date knowledge of the progress of trainees within the training programme.
- to participate in the annual review of competence progression (ARCP) and the enhanced ARCP process.
- to identify to the head of school the specialty trainees who have exceptional/remedial needs, or whose progress is not as expected, and agree and monitor a course of action.
- to provide timely details of rotational information (within 12 weeks of the rotation date) to the HEE operations officer to ensure safe completion of employment checks by Trusts.
- to identify and recognise trainees whose progress and achievements in any aspect of their training is excellent. To identify trainees with inadequate progress and achievement in any aspect of their training and to take appropriate action.
- to maintain regular contact with the LEP educational leads and ensure that UCLPartners has an up to date contact list of the consultants for ARCP and recruitment panels (who have completed the relevant training).
- to maintain and to communicate up-to-date knowledge of the quality of training provided within training posts.
- to act in a professional manner at all times when representing UCLPartners within the role.
- to bring to the attention of UCLPartners and the training programme management committee (TPMC) chair any changes that may affect the quality or delivery of training.
- to encourage and recognise trainers who provide excellence in supervision.
- to attend meetings as required by the UCLPartners, specifically the quarterly meetings.
- to attend any other pan-London or national meetings as required.
- to assist in collecting data and reporting on performance indicators as part of the annual report to the commissioner.
- to participate fully in any faculty development initiatives designed to enhance performance within the role.
- to adhere to any escalation processes agreed by UCLPartners and HEE.

**Shared Responsibilities with UCLPartners, LEP educational leads, head of school and the HEE operations officer:**

- to ensure processes are completed for recommendation of the award of CCT/CESR.
- to work with the UCLPartners and the head of school to develop standardised quality control systems to improve the quality of information available.
- to contribute to the collection of information and evidence against the specialty specific deliverables necessary for the contract review process.
- to contribute to the collection of information relevant to and necessary for GMC assessments.
- to contribute to the discussions about the definition of adequacy and excellence in training in Clinical Pharmacology & Therapeutics and how both can be identified and managed.
- to work with the UCLPartners, TPDs and the head of school in the specialty to ensure consistency of approach in all relevant areas.
- to work with UCLPartners and the head of school in matters linked to improving the quality of training and training placements.
- to ensure speciality trainees meet the mandatory requirements of the curriculum.
• to ensure that the requirements of clinical academic trainees are met and that academic training opportunities are provided to all specialist trainees.
• to ensure that trainees gain the organisational skills (e.g. team working, leadership, change management) necessary for their future roles as specialists.
• to ensure the delivery of high quality workplace based assessments.
• to support and participate in the recruitment and ARCP process of specialty trainees.
• where applicable to work with The School of General Practice and Foundation Schools and other specialties to ensure commonality of approach between grades and speciality of trainees whilst working in the same clinical departments.

TPMC chairs and TPDs will work within the structures set up by UCLPartners, the head of school and Health Education North Central East London for the organisation and delivery of training.

TPMC chairs and TPDs are expected to undertake CPD relevant to their role as educators and leaders and managers of training. In partnership with UCLPartners, they should ensure that all consultants involved in training and supervision have undertaken training for these roles.

Equal Opportunities

To perform the role in a manner that supports and promotes UCLPartners commitment to equal opportunities and in line with the requirements set by the GMC.

General

All agents of UCLPartners must handle personal and other electronic and manual data in accordance with the Data Protection Act 1998 and the Health Education England Data Protection Policy. Personal data will be stored and handled confidentially and securely, utilised for only agreed purposes and be subject to the access rights of individuals set out in the Freedom of Information Act.

The tasks and responsibilities outlined above may vary over time and are subject to review and amendment by UCLPartners.

Tenure

Appointment will be until 31 July 2017 initially with UCLPartners at which time the management of the specialty, TPMC Chair and TPD role will be transferred to and managed by HEE.

Employment must be through an NHS Trust in a clinical role. The appointee will relinquish this role upon retirement or suspension from NHS clinical practice, or upon appointment to a role which is deemed by UCLPartners to have a potential conflict of interest with the TPMC Chair and TPD role.
A 3 month notice period must be provided for resignation or termination of the role from the appointee or from UCLPartners.

**Payment**

The employing organisation for the TPD will receive TPD payments twice a year based on the number of posts the TPD is responsible for, in line with the UCLPartners TPD policy.

The TPMC chair will have funds available to them held centrally at UCLPartners for the purposes of supporting their role, development or for use on their training programme development. Available funding will be confirmed by UCLPartners for each financial year and is in line with the UCLPartners TPD policy.

**Person Specification – Chair and Training Programme Director Clinical Pharmacology & Therapeutics**

<table>
<thead>
<tr>
<th>Skills /Abilities/Knowledge</th>
<th>Essential/Desirable</th>
<th>Evidence sought from Application form</th>
<th>Interview</th>
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<tbody>
<tr>
<td>Excellent knowledge of postgraduate medical education and the national and local agenda which impact on medical education, particularly in own specialty</td>
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<tr>
<td>Evidence of excellent professional standing in own specialty e.g. publications, research, excellence awards</td>
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<td>√</td>
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<td>Ability to define problems and devise solutions and managing change through influencing and negotiation</td>
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<td>√</td>
<td>√</td>
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<tr>
<td>Knowledge and skills in implementing new policies and procedures</td>
<td>E</td>
<td>√</td>
<td>√</td>
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<td>Excellent interpersonal skills effectively overcoming barriers at all levels and building good working relationships</td>
<td>E</td>
<td>√</td>
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<tr>
<td>Ability to promote equality of opportunity in all aspects of medical education</td>
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<td>Effective time management and administrative skills</td>
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<td>√</td>
<td>√</td>
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<td>Ability to chair meetings with strong facilitation skills</td>
<td>E</td>
<td>√</td>
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<tr>
<td>A good understanding of trainee and needs</td>
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<td>√</td>
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<tr>
<td>A sound understanding of training relationships within the programme and where appropriate within London, East of England, KSS and across England</td>
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### Commitment to own personal and professional development

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<thead>
<tr>
<th>Experience</th>
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<tr>
<td>Current substantive consultant post in Clinical Pharmacology &amp; Therapeutics within a London NHS Trust where UCLPartners is commissioned to deliver training in Clinical Pharmacology &amp; Therapeutics</td>
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<tr>
<td>Previous role in postgraduate medical education e.g. trainer/educational supervisor/college tutor/training programme director</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Experience working across boundaries (e.g. between specialities, local education providers, and across professional groups)</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Experience of providing career advice and guidance to trainees</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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### Qualifications

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<th>Qualifications</th>
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<tr>
<td>Full registration with the GMC or GDC with no outstanding conditions or investigations</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Member or Fellow of relevant Royal College</td>
<td>E</td>
<td>✓</td>
</tr>
<tr>
<td>Certificate, diploma or masters qualification or research/publications or professional recognition (e.g. FAcadMED) in medical education</td>
<td>D</td>
<td>✓</td>
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