Job Description for Joan & Richard Doll Clinical Tutorial Fellows

Green Templeton College pioneered college-based teaching for clinical students, approx. 20 years ago, with the employment ‘Clinical Tutorial Fellows’ to provide an award-winning programme of teaching for its 100 medical (clinical and graduate-entry) students. It has become a major draw for pre-clinical students who want to move College for their clinical studies, and it has translated into consistently good performance in Examinations. Much of the bedside teaching is delivered by a large group of transient ‘Teaching Associates’ (TA), who commit to 1 hour per week (on a voluntary basis) for at least 6 months at a time (they hold the status of Common Room Membership). The Doll Fellows (DF) organise and help to provide the whole programme of academic support for clinical students.

The Doll Fellowship positions provide a modest emolument (£2750 pa) and formal College recognition as an Associate Fellow. DFs have dining rights and are expected to engage with the wider social environment of the College. However, these benefits (and their indirect CV enhancing value) are offered in return for sustained dedication to all aspects of developing medical education at GTC. The post is very much an active role for someone who enjoys teaching and it is not meant as a prize for excellence in research or for teaching elsewhere. The post does not require a particular level of seniority as commitment to teaching and understanding of students’ needs are more important, however those uncertain of remaining in the Oxford area for at least 2 years should not apply.

The successful candidate will be expected to contribute an average of 4 hours per week to the support of the medical teaching programme at GTC. The 4 hours per week includes preparation time and will naturally be flexible from week to week. The teaching programme continues all year round but holidays can be easily co-ordinated given sufficient notice. However applicants should be aware that they are likely to be needed most Tuesday evenings. Although the DF will be expected to contribute to, or enhance, existing teaching activity, it is also expected that the DF will support innovative activity in the College, and will discuss her/his level and nature of contributions with the Senior DF. There are currently six Doll Fellows, including one Senior Doll Fellow and another who has responsibility for the four graduate entry students in each of Y1 and Y2. The DFs work as a team, recognising each other’s strengths but sharing rather than dividing the load. Appointment is normally for 3 years, subject to satisfactory completion of a 6 month probationary period. Fellowships may be subsequently renewed once for 1-3 years according to the needs of the programme, but posts will not be extended beyond 6 years.

Currently the DFs support (or are responsible for providing or organising) the following activities:

**Seminars**: for Y4, every week (Tuesday evenings), all year round, and for Y6, every week (also Tuesday evenings), from July to January. These offer varying formats, and cover core topics from the whole BM syllabus: DFs will need to be able to teach across a broad range of topics (i.e. not simply in one subspecialty). Occasional seminars may be arranged for Y5 specialties. Seminars often involve multiple tutors and small group work, rather than a “lecture” format.

**Practical sessions**: for example mock OSCEs (in preparation for Y4 and Y6 exams), fundoscopy practice on patients, surgical skills (e.g. suturing) workshops, BLS practice on mannequins, procedures (e.g. catheterisation, cannulation, nasogastric tube insertion), practice interviews for AFP candidates etc. These are likely to be on Monday evenings (approx. 10 times per year).

**Bedside Teaching** in small groups: recruiting, supporting and retaining TAs (who provide 1 hour per week of bedside teaching for up to 6 students for about 6 months); providing relief teaching if there are gaps in the provision of bedside TAs; providing remedial teaching for occasional individuals (e.g. for retakes or illness/absence); providing evidence of teaching for the portfolio requirements of TAs.
This applies both to TAs in Oxford and also at DGHs where GTC students are attached (Reading, Swindon, Stoke Mandeville, High Wycombe, Banbury etc.).

**Project and Publications Matching Scheme**: this scheme matches students to senior members (or other researchers) who can help a student to work on a project worthy of publication or presentation at a national conference (such as mentoring an original research project or helping a student write an article). DFs support the development and maintenance of a panel of senior mentors, who can advise students in pursuing their projects or finding appropriate outlets for their work. The DFs will help with matching students to seniors, follow up and encourage participants; and DFs may themselves act as mentors for projects.

DFs share the week to week **administration** of the programme: notices of seminars and other teaching; allocation of students’ places for OSCEs, or recruiting patients with clinical signs for OSCEs; collating information about the BM course organisation to ensure the programme complements Medical School provision; keeping lists of TAs, students, and other key contacts; updating the intranet (Weblearn) and improving on-line resources (including Webex for streaming seminars); organising cost-effective procurement of necessary instruments (e.g. stethoscopes) or supplies (e.g. sutures for surgical skills workshops); etc.

**Supporting individual students**: informal mentoring and formal supervision (in Year 6); careers advice; references for electives, funding applications or job applications; advice on elective planning; networking and keeping in touch with recent alumni.

**Strategic development** of the overall programme: preparing reports or proposals in relation to the running of the programme; involvement in the Medical Teaching Subcommittee (termly) and possibly other committees; liaison with the Senior Doll Fellow or others.

**Admissions** to GTC (prospectus, selection if there are more applicants than places for Y4, interviewing for Grad Entry if needed, outreach work)

Involvement in GTC including the **wider community**: attending GTC events (academic and social); liaison with other relevant programmes (e.g. Management in Medicine) or College organisations such as the Richard Doll Society (the GTC medical students society).

It is also hoped that each Doll Fellow will pioneer some **innovation** to extend or enhance the programme.

**Abbreviations used**

DF Doll Fellow (Joan & Richard Doll Clinical Tutorial Fellow)
DGH District General Hospital
GTC Green Templeton College
TAs Teaching Associates
Person Specification/Criteria for Selection

Essential

- To be available to commit 4h per week average to the teaching Programme, in particular being available most Tuesday evenings (from 6.30pm) for the regular seminar programme; to have sufficient control of on-call rotas to allow regular punctual attendance.
- Ability to teach across a wide range of core “Finals” topics (not just one subspecialty).
- Enthusiasm & passion for teaching. Interest in students collectively and as individuals.
- To expect to remain working in or close to Oxford for at least the next 2 years, preferably in a post with some clinical responsibilities.
- To have completed at least 2 years of clinical experience at the time of starting in post (but further seniority alone may not confer much advantage).
- Good at organising: self, others, events. More than willing to accept a share of the administrative work.

Desirable

- Ability to recruit patients with a range of problems, to attend teaching sessions (in College); it is usually preferable if the DF works in a generalist specialty with a wide range of patients. Primary care may be an advantage for recruiting patients.
- Previous experience of teaching and/or organising teaching in a formal setting.
- Evidence of innovation in teaching.
- Experience of mentoring others.
- A formal teaching qualification is not required or expected, but may be an advantage. The successful candidate may be supported to acquire a qualification (such as the DipLATHE), if he or she wishes to pursue one.
- Ability to offer small projects likely to help students participate in research or achieve publications; already having publication(s) with a student as co-author.
- Track record of contribution to the wider community in a previous host institution.
- Experience of a specialty which complements those of the other DFs. (Currently the continuing DFs are working in acute general medicine with interests in ID and Chem Path).
- Understanding and experience of a collegiate university.
- Understanding and experience of the Oxford clinical course.