



Position Title	Senior Executive Officer, Supervisor Learning and Training Support
Employment Type	Permanent, full time
Unit	Supervisor Learning and Training Support
Location	Sydney
Award	Educational Services (Post-Secondary Education) Award - General Staff
Award Level	Level 6
Date	February 2019
Reviewed by	Director, Education, Learning and Assessment; Senior HR Business Partner

Position Context

Supervisor Learning and Training Support Unit is part of the Training Support and Operations (TSO) portfolio, one of four areas in ELA. TSO is the operational portfolio responsible for the delivery of advice and services to trainees, trainers and committees in RACP basic training and advanced training programs; the accreditation of training settings for basic and advanced training; and developing and managing the RACP training support function.

The Supervisor Learning and Training Support Unit oversees the delivery of support services to trainees, DPEs and committees in relation to RACP basic training and advanced training programs. This includes:

- development and implementation of the supervision framework and training resources to support supervisors of Basic and Advanced Trainees (Divisions, Faculties and Chapters) is key part of this role,
- actioning deliverables in the Physician Health and Wellbeing Strategic Roadmap and the Indigenous Strategic Framework

Position Purpose

To lead the Supervisor Learning and Training Support Unit, responsible to:

- develop and implement policies, systems and processes for the support of trainees in difficulty (TID), their supervisors and RACP education and training committees
- plan, coordinate and manage the annual cycle of RACP Supervisor Learning Support training programs, to ensure coordinated linkages and transitions with activities in the Office of the Dean eLearning programs and other RACP areas
- Coordinate case management of RACP trainees for whom local remediation has not been successful
- Provide RACP-wide advice on policies and processes for the support of trainees in difficulty, and associated mechanisms
- Contribute to training for Fellows educating trainees, dealing with trainees in difficulty, and those participating in the IRT process
- Provide support to the Physician Health and Wellbeing Reference Group and support the actions from the RACP Health and Wellbeing Strategic Roadmap
- With the Director ELA, progress actions for ELA in the Indigenous Strategic Framework

Position responsibilities

Supervisor Learning and Training Support Unit operations:

- Plan, coordinate and manage the annual cycle of RACP training support and Supervisor Learning Support training programs, to ensure coordinated linkages and transitions with activities in education and other RACP areas



- Develop and implement appropriate trainee in difficulty pathways, including guidance and advice to trainees, supervisors, committees and jurisdictions.
- Develop pathway criteria and guidelines to determine when a case of an individual trainee in difficulty requires elevation to central RACP case management, and options for case management
- Coordinate casework management for specified individual TIDs
- Collaborate with managers and unit leaders in Education Services, to coordinate and streamline interfaces
- Manage efficient and effective performance across supervisor learning support and training support portfolios, including performance management, recruitment, staff development, and mentoring
- Manage business planning, resource management and financial operations to achieve agreed priorities and outcomes within budget.
- Ensure all operations are consistent with principles of procedural fairness and natural justice
- Contribute to evaluations and reviews of training support operations and policies and oversee implementation of change and continuous improvement
- Secretariat services for committees as nominated
- Progress actions in the Physician Health and Wellbeing Strategic Roadmap and the Indigenous Strategic Framework
- Other duties as required by the Manager, Training Support and Operations
- Member of the ELA Leaders Group

Competencies required for success

Title:	Skilled Definition:
Ensures Accountability	Holding self and others accountable to meet commitments
Action Oriented	Taking on new opportunities and tough challenges with a sense of urgency, high energy and enthusiasm
Collaborates	Building partnerships and working collaboratively with others to meet shared objectives
Communicates Effectively	Developing and delivering multi-mode communications that convey a clear understanding of the unique needs of different audiences
Member Focus	Building strong member (customer) relationships and delivering member-centric solutions
Drives Engagement	Creating a climate where people are motivated to do their best to help the organisation achieve its objectives
Organisational Savvy	Manoeuvring comfortably through complex policy, process, and people-related organisational dynamics
Persuades	Using compelling arguments to gain the support and commitment of others
Plans and Aligns	Planning and prioritising work to meet commitments aligned with organisational goals
Builds Effective Teams	Building strong-identity teams that apply their diverse skills and perspectives to achieve common goals
Optimizes Work Processes	Knowing the most effective and efficient processes to get things done, with a focus on continuous improvement

Reporting Relationships

Reports to: Manager, Training Support and Operations
No of direct reports: 3
No of reports: 6-9 (including temps as required)



Key Stakeholders

- Education, Learning and Assessment(ELA) managers, leaders and staff
- Other RACP departments
- RACP trainees and supervisors
- RACP education and training committees in Australia and New Zealand
- General Counsel
- Management and staff in training hospitals and other training sites employing RACP trainees
- Government and non-government agencies involved with postgraduate medical education

Extent of Authority

Has authority to:

- Budget Authority as per the Financial Delegation Schedule
- Decision making authority as outlined by Financial Delegation Schedule
- Has authority to represent the Education Services Department and the SLS unit to senior groups and other organisations.
- Does not have authority to disseminate draft materials / resources beyond the Education committees without approval of the Director of Education, Learning and Assessment or their delegate.

What Makes the Role Complex

The College is a complex member organisation with a range of stakeholders that can at times have conflicting views

In addition to supporting the trainees in difficulties and supervisor learning, the unit supports a number of Committees and groups.

Distribution of Work



Essential Attributes

- Demonstrated experience in systems for support of adult learners working and learning in vocational or tertiary training settings, preferably in a medical environment
- Demonstrated experience in programs that promote safe working environments and wellbeing
- Commitment to professional client service, quality assurance and continuous improvement
- Experience leading a small team to deliver outcomes in a complex environment and with tight time frames
- Proven ability to drive the implementation of educational resources, and the continuous improvement of existing resources.
- Demonstrated effective working relationships with external and internal stakeholders, and with committees
- Experience in policy development and implementation
- Demonstrated analytical and problem-solving skills
- High level written and oral communication skills, including collaborative relationship skills, policy/process documentation, reports, briefs and presentations
- Tertiary qualifications in a relevant field and/or relevant experience



Desirable Attributes

- Experience in, or knowledge and understanding of, postgraduate medical education in Australia or New Zealand
- Knowledge of roles of specialist medical colleges, and relationships with health jurisdictions and regulatory agencies
- Experience in working with Indigenous stakeholders

Would suit somebody who.....

- Relevant experience in post graduate education and supporting adult learners
- Has a strong track record of leading and managing people
- Relevant experience in the management of complex operational activities
- Can effectively cope with and manage change
- Enjoys working with internal and external stakeholders and is able to build networks
- Committed to continuous improvement