



## **JOB DESCRIPTION**

<b>Title:</b>	<b>Clinical Tutor</b>
<b>Responsible to:</b>	<b>Centre Manager</b>
<b>Location:</b>	<b>Principal site: Edinburgh</b>
<b>Responsible for:</b>	<b>Practice Relationship Management, Internal Quality Assurance (IQA) and Student Support</b>

### **Main Responsibilities**

1. Quality Assurance
2. Learner Support
3. Clinical Coach and Tutor Support
4. Student/trainee Safety/ Health and Safety at Work
5. Marketing/Short Courses
6. Information, advice and guidance

### **Detailed Tasks**

1. **Quality Assurance**
  - 1.1 Conduct interim and final Internal Quality Assurance (IQA) and liaise with employer/clinical coach and College clinical tutor as appropriate
  - 1.2 Conduct initial and on-going assessment (formative and summative) so that learners are aware of and involved in assessing their progress and the achievement of their learning goals and so that an individual learning plan can be developed
  - 1.3 Quality assure practical assessments
  - 1.4 Review learner visit reports monthly
  - 1.5 Input to the Centre Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)
  - 1.6 Provide updates to Centre Manager on learner progress
  - 1.7 Assist with the arrangements for external moderation and verification of student assessments
  - 1.8 Receive and effectively communicate external reports and follow up action as required
  - 1.9 Ensure rigorous quality assurance procedures are in place and make effective arrangements for feedback, coaching and action planning
  - 1.10 Participate in meetings with the Awarding Body for the purpose of assuring quality of College systems and processes with respect to assessment, verification and action planning.
  - 1.11 Review academic data and important development strategies in accordance with Academic Quality Handbook

- 1.12 To maintain and enhance existing links with the College of Animal Welfare and their collaborative partners.
- 1.13 Foster and develop links with employers/practice placements and clinical coaches
- 1.14 Attend monthly team meetings (IQA and academic)
- 1.15 Conduct placement/practice visits to include approval, annual audit, re-approval

## **2. Learner Support**

- 2.1 Carry out regular learner reviews in accordance with College procedures
- 2.2 Provide support and guidance to promote timely completion
- 2.3 Monitor student academic progress and provide input to academic progress review board
- 2.4 Assess interim and final submissions of student work as allocated
- 2.5 Support students in the workplace
- 2.6 Review learning with employer, clinical coach, clinical tutors, student and course tutor
- 2.7 Review Health & Safety in the workplace
- 2.8 Ensure that Fitness to Practise Policy is adhered to
- 2.9 Provide assessment support/guidance

## **3. Clinical Coach and Tutor Support**

- 3.1 Deliver training and standardisation of clinical coaches/mentors/assessors
- 3.2 Maintain contact with the clinical coach/tutor re. student progress and competence
- 3.3 Monitor, track and communicate information resulting from behavioural tool, placement/employment hours and reflective training log
- 3.4 Liaise with Training Practices re. approval arrangements and re-approval

## **4. Student/Trainee Safety/H&S at Work**

- 4.1 To comply with the Health & Safety at Work Act.
- 4.2 To comply with The College of Animal Welfare Health & Safety Regulations.
- 4.3 To ensure that student safety is considered at all times.
- 4.4 To participate in maintaining awareness of Health & Safety at the College and in the workplace
- 4.5 Draw to the attention of the line manager any issues of Health & Safety and to comply with the Health & Safety procedures required

## **5 Information, Advice& Guidance**

- 5.1 Provide all learners and potential learners with accurate and up to date information and advice that enables them to make informed choices about lifelong learning and work
- 5.2 Be impartial and signpost people to the most relevant and appropriate source of information, advice or guidance
- 5.3 Actively promote high quality information, advice and guidance
- 5.4 Listen to what clients of our service say about our provision. Provide feedback in order to continually improve our delivery

## **6. Health & Safety**

- 6.1 To comply with the Health & Safety at Work Act.
- 6.2 To comply with The College of Animal Welfare Health & Safety regulations.
- 6.3 To ensure that learners' safety is considered at all times.

## **7. Safeguarding**

- 7.1 Ensure you know the name of the designated person and their role
- 7.2 Know how to pass on and record concerns about a child or young person
- 7.3 Understand individual responsibility for referring child protection concerns using the proper channels and within the agreed timescales
- 7.4 Attend Induction training for Child Protection and attend a refresher on a three yearly basis so that you know – your responsibilities, the local procedures, the need to be vigilant in identifying cases of abuse and how to provide support and respond to a student who tells of abuse
- 7.5 Ensure concerns about poor or unsafe practice in regard to students are raised in a timely manner.
- 7.6 Be clear with students that you cannot promise to keep secrets
- 7.7 Ensure that the five Every Child Matters outcomes – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing are met
- 7.8 Promote health in areas such as:
  - Smoking
  - Drug and alcohol use
  - Disease prevention and control
- 7.9 Review policy and procedures on an annual basis

## **8. Equal Opportunities**

- 8.1 To assist with the implementation of the College's Equal Opportunities Policy throughout the Organisation.

The College of Animal Welfare undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees. The College is committed to equal opportunities. Appointments are open to members of the community on an equal basis.

You are liable to undertake such duties as may be reasonably required commensurate with your role.

Attributes	Essential	Desirable	How Identified
<ul style="list-style-type: none"> <li>Education Level/Qualification</li> </ul>	<ul style="list-style-type: none"> <li>Level 2 or equivalent in Maths and English.</li> <li>subject specific qualification or relevant experience to demonstrate knowledge to Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Qualification in ICT</li> <li>Customer service award.</li> <li>L3 qualification in coaching/mentoring</li> <li>RCVS Examiner</li> <li>Quality Assurance Award at level 3 or to be achieved within 6 months of appointment</li> <li>Teaching qualification relevant to the teaching of adults or a commitment to undertake an appropriate initial teaching qualification to be achieved within 12 months of appointment i.e. PTLLS Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Sight of qualifications documents</li> <li>Application form</li> </ul>
<ul style="list-style-type: none"> <li>Experience</li> </ul>	<ul style="list-style-type: none"> <li>Good numeracy skills, competent in processing and inputting data.</li> <li>Good organisational skills</li> <li>Used to meeting tight deadlines and working to time pressures</li> <li>Accuracy in all aspects of job requirements</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>

Attributes	Essential	Desirable	How Identified
<ul style="list-style-type: none"> <li>• Knowledge and Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date knowledge within the curriculum/subject area</li> <li>• Understanding of syllabus and assessment requirements for the course, especially where this is externally accredited</li> <li>• Awareness of adult learning and how adult learners might be motivated</li> <li>• Ability to communicate easily with students, employers, staff and others</li> <li>• An ability to promote an inclusive learning environment free from discrimination or oppression</li> <li>• Ability to manage the learning process by planning, monitoring and reviewing</li> <li>• Ability to access learner progress and to give constructive feedback</li> <li>• Ability to understand and implement quality</li> <li>• Ability to use technology within the classroom and in the preparation of materials</li> <li>• RVN/MRCVS Registration must be up to date and a copy provided to Human Resources on annual renewal.</li> <li>• Attend RCVS annual standardisation</li> <li>• Attend all team meetings</li> <li>• Participate in the recruitment, training and assessment of all students</li> <li>• Respond to emails, evaluations, requests for information and SAR requests within 3 working days.</li> <li>• Ensure timely achievement of all student awards and targets</li> <li>• Meeting quality arrangements specified in Quality Improvement Plan</li> <li>• 5 student visits per week</li> <li>• Submit moderation reports within 3 days</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to undertake further CPD relevant to requirements of Job role</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> <li>• Interview</li> </ul>

Attributes	Essential	Desirable	How Identified
<ul style="list-style-type: none"> <li>Attitude/ Disposition</li> </ul>	<ul style="list-style-type: none"> <li>A self-evaluative approach to teaching and learning to develop quality provision</li> <li>An understanding and commitment to promoting equality of opportunity</li> <li>An understanding and commitment to promoting 'safeguarding' of all students</li> <li>Commitment to lifelong learning and the understanding of its potential impact to meet professional vocational and teaching CPD requirements</li> <li><u>DBS</u>– all staff are required to complete a Disclosure and Barring Service application in line with College procedures</li> </ul>		<ul style="list-style-type: none"> <li>References</li> <li>Interview</li> </ul>

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