



The SAS (Specialty) Psychiatry Tutor: An introductory guide

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Section 1: The roles and responsibilities of the SAS Tutor

This section considered the roles and responsibilities of the SAS Tutor:

Eligibility and entry requirements

- No standard has yet been agreed for SAS Tutors. It is recommended that those taking on the role of SAS Tutor should **either** meet standard criterion for the College Tutor **or** be a clinician who has held a senior SAS post for at least five years, and attained CESR status.

Training for the job

- The SAS Tutor has a responsibility to equip themselves with the knowledge and skills to enable them to promote the best training experience for their SAS tutees. The College offers an Induction Day for new SAS Tutors and there are courses leading to formal qualifications and other opportunities.

Pastoral: doctors in difficulty

- Most Deaneries have policies and procedures for doctors in difficulty. The SAS Tutor needs to be aware of the local systems in place, and the SAS Tutor should be prepared to facilitate such contact.

Pastoral: representation

- The SAS Tutor should ensure that SAS doctors have full rights of representation on local structures.

Pastoral role: research and audit

- SAS doctors should be offered and supported in involvement in research and audit, as appropriate to their seniority, clinical interests and career aspirations.

1.4 Reflection

Think about the role of the SAS Tutor. What would you consider is the first and foremost responsibility of the Tutor?

Section 2: SAS Doctors – Their training needs

In this section we reviewed the four discernible groupings of SAS Psychiatrists:

1. SAS Psychiatrists preparing for the MRCPsych examinations
2. SAS Psychiatrists preparing to apply for CESR under Article 14
3. SAS Psychiatrists who chose to seek neither MRCPsych nor CESR
4. SAS Psychiatrists who have attained CESR under Article 14, whether or not they may be preparing to take up Consultant posts.

It falls to the SAS Tutor to see that the basic core training needs are attended to. Training needs should be set annually. It is appropriate to set one target to each of the four levels of CPD for a given year.

SAS Psychiatrists preparing for the MRCPsych examinations

The SAS Tutor should ensure that the local service leaders are aware that the SAS Psychiatrist is preparing to sit the exam, enable attendance at a course, monitor progress and be prepared to sign off the SAS Doctor's fitness to sit the exam.

SAS Psychiatrists preparing to apply for CESR under Article 14

The SAS Tutor must be familiar with the number of set requirements in the Article 14 process set by PMETB.

Other SAS Psychiatrists

Those who seek neither MRCPsych nor CESR must be monitored no less carefully than the others – lacking such an aim, it is crucial that their standards be maintained and developed.

2.3 Reflection

What are the four groups of SAS Psychiatrists we can recognise, in terms of their training needs?

2.13 Reflection

Consider the role of the SAS Psychiatry Tutor towards the clinician preparing to sit MRCPsych examinations. What might be the key elements of the tutor's approach for this group?

Section 3: Preparing a strategy for development and education of SAS Psychiatrists

In this section, we reviewed topics in respect of preparing a strategy for development and education of SAS Psychiatrists:

key principles

- All doctors need to have a lifelong approach to learning to be able to perform at their best.

annual appraisal

- Appraisal should follow a model which shows similarities to both Consultant Appraisal and Appraisal of Trainees. The SAS Tutor is likely to take on this role of appraiser.

job planning

- Job planning should take into account the need to have time for non-clinical activity including educational development.
- Each individual's job plan should include Supporting Professional Activity (SPA) time written into the weekly schedule. Under the New Specialty Doctor Contract, at least one SPA must be timetabled.

Portfolio

- All SAS Doctors should develop a Personal Portfolio containing information on their activity and experience.

educational activities: in-house/study leave/teaching

- It is likely that the bulk of teaching for SAS Doctors will be in-house, or locally-based. The SAS Tutor should know the budget available for SAS Doctors. Involvement in teaching of others is recommended.

educational supervision

- The provision of an Educational Supervisor is essential. The SAS Tutor may serve this role – where they do not, they need to be kept informed and monitor it.

3.3 Reflection

What do you think are some of the key principles you might follow when planning a strategy for the development and education of SAS doctors?

3.7 Reflection

What in your opinion are the key responsibilities of the appraisee during the annual Appraisal process? What are those of the appraiser?

3.9 Reflection

In common with trainees, it is recommended that SAS Doctors should develop a Personal Portfolio. How would you advise and support the SAS Doctor in this?

Section 4: Workplace-based assessment for SAS psychiatrists

In this section we considered the background, organisation and elements of workplace-based assessment and reviewed a range of assessment techniques.

- Two major national initiatives have resulted in the development of workplace-based assessment. These are MMC (Modernising Medical Careers) and the inception of PMETB.
- MMC incorporated the principle that medical training should be outcome-focused, where outcomes are defined as specific competencies.
- The various elements of WPBA have been (and continue to be) developed to assess the attainment of these specific competencies.
- PMETB is responsible for certification of eligibility for specialist registration (CESR) under Article 14.
- Article 14 requires applicants to give evidence of ongoing assessment. WPBA is clearly of relevance to those SAS Doctors seeking CESR under article 14.

Assessment techniques which can be included in WPBA:

- Assessment of Clinical Expertise (ACE)
- Brief or Focused Assessment of Clinical Expertise (Mini-ACE)
- Directly Observed Procedural Skills (DOPS)
- Case Based Discussion (CBD)
- Multi-source feedback.

4.7 Reflection

Which of the standard assessment techniques would you consider to be applicable to SAS Psychiatrists? Make some notes using your CPD Online Notebook if you wish.

Module summary

This module is intended to help you prepare for the new role of SAS Tutor, with particular focus on the new Specialty Doctor Contract, which is increasingly the norm for this group of doctors.

Among the key messages of the module are:

- the SAS Tutor role is a demanding one, and entry criteria are recommended
- the SAS Psychiatrists for whom you act as Tutor have widely varying CPD needs. This must be represented in the organisation of their Tutor groups and CPD organisation
- the education programme required for SAS Psychiatrists has elements in common with both Trainees and Consultants
- the Article 14 application process is demanding, and does not guarantee attaining a Consultant Post
- the various Workplace-based assessment approaches applicable to Trainees are also applicable to SAS Psychiatrists.

Further reading

Ref	Website	Details	URL link
(1)	RCPsych	roles and responsibilities of the College Tutor	http://www.rcpsych.ac.uk/training/tutors,training/tutorsrole.aspx#training
(2)	NESC	NESC	http://www.nesc.nhs.uk/primary_areas/wessex_deanery/resources_and_information/sas_doctors.aspx
(3)	RCPsych	training for the job	http://www.rcpsych.ac.uk/training/tutors,training/tutorsrole.aspx#training
(4)	RCPsych	research and audit	http://www.rcpsych.ac.uk/training/tutors,training/tutorsrole.aspx#resaud
(5)	PMETB	PMETB: Generic standards for training	http://www.pmetb.org.uk/index.php?id=gst
(6)	PMETB	PMETB: Standards for curricula and assessment systems – July 2008	http://www.pmetb.org.uk/index.php?id=scas&tktest=72
(7)	NHSLA	National Health Service Litigation Authority	http://www.nhsla.com/

Acknowledgements

This module was funded by the London Deanery. We are extremely grateful for the initiative and support in getting it going.

We should also like to thank authors Dr Amanda Owen and Dr Satha Manoharan of the sister CPD Online module, [The Certificate of Eligibility for Specialist Registration – via Article 14, PMETB: An application guide](#).