



FACULTY OF PAIN MEDICINE

of the Royal College of Anaesthetists

ROLES AND RESPONSIBILITIES for FACULTY TUTORS (PAIN)

1. Introduction

- 1.1. The Faculty of Pain Medicine of the Royal College of Anaesthetists was formed in April 2007. One of the main objectives of the Faculty of Pain Medicine is “to educate medical practitioners to maintain the highest possible standards of professional competence in the practice of pain medicine for the protection and benefit of the public”.¹
- 1.2. The Royal College of Anaesthetists (RCoA) has a responsibility to ensure the quality of patient care through the maintenance of standards of training for anaesthesia, critical care, and pain medicine. Training in pain medicine is a core component of the training programme that leads to the award of a Certificate of Completion of Training (CCT) in anaesthesia.
- 1.3. The RCoA launched a [new curriculum for Anaesthesia](#) in August 2021. The curriculum meets the GMC “Standards of Excellence by design” requirements. These standards have patient safety, quality of care and fairness at their heart.

The 2021 Anaesthetic curriculum has three stages of training, which an anaesthetist in training must progress through to ultimately gain a Certificate of Completion of Training (CCT). These are:

- Stage 1 encompassing CT1, CT2, CT3
- Stage 2 encompassing ST4, ST5
- Stage 3 encompassing ST6, ST7

There are 7 generic professional and 7 specialty specific domains of learning with learning outcomes for each stage of training within the anaesthetic curriculum. Pain medicine is one of the Specialty specific domains with “Manages Pain” as the High-Level Learning Outcome.

Completion of the 3 Stages of Pain training is required before undertaking a Special Interest Area (SIA) in Acute Inpatient Pain or Pain Medicine SIA modules at Stage 3 should be undertaken as a complete uninterrupted block and replaces Advanced Pain training in the 2010 curriculum in anaesthesia. Trainees will be eligible for the FFPMRCA during their SIA module.

[Comprehensive guidance on Pain Training in the 2021 curriculum can be found here.](#)

Some trainees may choose to undertake research in pain medicine. There may be trainees in academic posts who will also wish to undertake SIA training.

- 1.4. In the *Curriculum for a CCT in Anaesthetics* the College has set out the knowledge, skills, attitudes and behaviours that together define the competencies of pain medicine. Since its inception the Board of the Faculty has specified how competence to practice pain medicine should be assessed. The Board has defined methods of categorising and assessing competency that should be used by trainees to guide their progress and to facilitate self-directed learning; these are specified in the *CCT in Anaesthetics* document.

¹ [The Faculty of Pain Medicine 'Core Standards for Pain Management Services in the UK', Second Edition.](#)

These guidelines should be used by trainers, College Tutors, Programme Directors and Regional Advisers in anaesthesia and pain medicine to consider how best to organise and evaluate training programmes and work experience.

The Faculty Tutor (Pain) (FTP) should be familiar with overall training objectives: knowledge, experience, technical skills, communication skills, organisation, assessment skills, and research and audit methodology. The Faculty Tutor (Pain) should understand and recognise the need to assess trainees against a programme based around outcomes and experience. The Faculty Tutor (Pain) may have responsibilities for training at any of the levels of the Pain Medicine curriculum, as determined by the Regional Advisor in Pain Medicine (RAPM).

2. Appointment of Faculty Tutors (Pain)

2.1. Faculty Tutors (Pain) are appointed by the relevant RAPM or, if there is a conflict of interest, by the RAPM from a different region. Before any appointment, the RAPM will consult with:

- The local hospital's consultants in Pain Medicine;
- Clinical Director/Lead Clinician for Pain Medicine;
- The local Pain Medicine Programme Director (if applicable);
- The chair of the local training committee in Pain Medicine (if applicable).

The Medical Director should endorse the appointment. In the event of any concerns about the appointment process, the applicant should approach the Faculty centrally.

[The Person Specification is available in the Appendix](#) at the end of this document.

3. Terms of Appointment

3.1. The term of service is 3 years which can be extended for a second 3-year term, upon satisfactory completion of the first term, by the RAPM in liaison where necessary with the Faculty.

4. Time to Discharge Duties

4.1. The Faculty of Pain Medicine recognises and records its appreciation to the Faculty Tutors (Pain) (FTPs) and to those employers who allow time for the extraordinary efforts that many FTPs undertake. These efforts accord with advice from the [Chief Medical Officers](#) and the [General Medical Council](#). The RCoA endorses accountability to the employer for time allocated to Supporting Professional Activities and urges employers to recognise that FTPs ordinarily spend a great deal of their own time discharging their duties. Applicants for the post of Faculty Tutor (Pain) are urged to be sure of the support of their employers.

FTPs can supervise up to 6 trainees at any one time and the Faculty would recommend that they would require up to 1 SPA per week to be able to satisfactorily manage this role. NHS Education provides approximately 0.25 Programmed Activities (PA) per Doctor in Training (DiT) for educational supervision, which should serve as a baseline for discussions. Larger hospitals with many DiTs may require additional time, and consideration should be given to proportional allocation based on the number of DiTs being overseen.

5. General Roles & Responsibilities of Faculty Tutors in Pain Medicine

5.1. The Faculty Tutor (Pain) has a responsibility to provide a comprehensive training programme as detailed within *The CCT in Anaesthetics and the Credential in Specialist Pain Medicine*, with the emphasis on education and clinical experience. The Faculty Tutor (Pain) will therefore need to maintain close links with the trainee.

- 5.2. The Faculty Tutor (Pain) will be responsible for maintaining close links with the RAPM and must be able to provide the RAPM with information about the progress of trainees in post.
- 5.3. The Faculty Tutor (Pain) must ensure that regular formative assessment (educational and developmental assessment) takes place, and that there is a summative HALO assessment at the end of each stage of pain training within the 2021 curriculum. It is expected that the Faculty Tutor in (Pain) or the RAPM completes the specialty specific signoff of the HALO forms at Stage 2 and 3 of training.
- 5.4. For SIA training, the trainee will be expected to have confirmed objectives for training with the RAPM. It is the duty of the Faculty Tutor (Pain) to ensure that whilst in their institutions the trainee is working towards these objectives.
- 5.5. The Faculty Tutor (Pain) should monitor the degree of supervision, the experience and workload of the trainee, and ensure that the trainee's learning activities take place inside appropriate learning modules and service commitments. Anaesthetic on-call activity should be limited to outside the hours of 08:00–17:00, except in the case of a major incident. The number of sessions required for the SIA is indicative, but to ensure that on-call activity does not negatively impact training opportunities, DiTs are expected to have an average of at least six sessions per week in pain medicine during their SIA placement. If fewer sessions are achieved, it may indicate that on-call commitments are hindering training opportunities, and this concern should be raised with the school.
- 5.6. The Faculty Tutor (Pain) should co-ordinate the regular assessment, duties, on-call, and study time of the trainee, ensuring that appropriate study leave is allocated.
- 5.7. The Faculty Tutor (Pain) should ensure that the trainee's portfolio is accurately and contemporaneously completed, and that Pain Medicine training is supervised and properly documented.
- 5.8. The Faculty Tutor (Pain) should provide guidance where appropriate for trainees and others preparing for the College and/or Faculty examinations. The current versions of the exam regulations, training manuals and exam calendars for these exams are available on the [RCoA](#) and [FPM websites](#).
- 5.9. Trainees should be supervised in all their clinical activities; supervision should also extend to audit, research and record keeping. This can include providing, or asking others to provide, guidance for trainees' professional development, advising trainees to prepare their portfolios and logbooks and to complete competency assessments. The level of supervision will vary depending on the experience of the trainee.
- 5.10. It is not expected that the Faculty Tutor (Pain) will personally deliver all aspects of training and supervision that are listed here, but rather that they will ensure that training is properly organised, happens and is accessible to the trainees. The Faculty Tutor (Pain) should gain assistance from all other consultant colleagues who will be involved directly with Pain Medicine training and who will be supervising the trainees. The Faculty Tutor (Pain) should draw on other colleagues' expertise, knowledge, and enthusiasm to provide training and assessment, including consultants and Staff and Associate Specialists. The Faculty Tutor (Pain) should provide the organisational framework for educational activities and act as a role model.
- 5.11. The Faculty Tutor (Pain) may wish to undertake additional training in aspects of medical education, especially in appraisal and assessment for which they must carry responsibility in the training programme.
- 5.12. The Faculty Tutor (Pain) should act to represent the Faculty, by dissemination of information to trainees, colleagues, and appropriate trust/health board senior management. The Faculty Tutor (Pain) should also be the Faculty's link with the hospital;

and should attend, and contribute to, meetings of the local Pain Training Advisory Group (PTAG).

- 5.13. The Faculty Tutor (Pain) is expected to assist the RAPM in monitoring quality of training and training centres within the region. The Faculty Tutor (Pain) should engage with the Faculty's Quality Assurance procedures, including completion of [Hospital Review Forms](#) and providing information as required for bi-annual reports.
- 5.14. The Faculty Tutor (Pain) should ensure they have no restrictions or warnings against practising medicine within the UK (for example with the GMC).
- 5.15. The Faculty Tutor (Pain) should complete a role specific appraisal form, a copy of which should be provided to the faculty and included in their annual appraisal.
- 5.16. The Faculty acknowledges the significant effort and time that Faculty Tutors (Pain) commit to when taking on this important role. This is a significant time commitment, and it is appreciated that Faculty tutors fulfil this role without remuneration and frequently without adequate time provided in their job plan. Faculty Tutors should monitor their ability to fulfil this role and demit from the post when they can no longer continue to commit. Early contact should be made with the Regional Adviser to enable the appointment of a successor and provide a seamless transfer of responsibilities.

Appendix: Faculty Tutor (Pain) Person Specification

Essential criteria	Desirable criteria
Fellowship (FFPMRCA), Associate Fellowship, or Affiliate Fellowship of the Faculty of Pain Medicine and in good standing.	Evidence of participation in the organisation and delivery of local, regional or national pain medicine teaching.
Formal support of employer, confirmed by the Medical Director/Director of Postgraduate Medical Education/Clinical Director.	Evidence of formal educational qualifications (e.g. Postgraduate Certificate in Medical Education).
Demonstrated willingness to collaborate with local consultants, Trust/Health Board, and local training structures.	Evidence of interest in education and training.
Familiarity with the FPM training curriculum and RCoA CCT in Anaesthetics, with a willingness to apply this knowledge locally.	Evidence of previous contributions to the Faculty or Deanery.
Familiarity with methods of assessment and a willingness to participate in the ARCP process.	Support from consultant colleagues.
Experience of teaching and training colleagues, either as a trainee or consultant.	Ability to seek support and guidance from colleagues to share responsibilities and enhance effectiveness.
Commitment to supporting trainee development in a changing healthcare environment.	