

Selection of General Practice / Family Medicine (GP/FM) Trainers / Practices and Implementation of Specialist Training in GP/FM

European Academy of Teachers in General Practice / Family Medicine (EURACT)
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This guideline was drawn up by the Specialist Training Committee of EURACT and approved by the EURACT Council. The following members of the Specialist Training Committee were involved in the preparation of the document: Alma Eir Svavarsdottir (Iceland) - chair, Eva De Fine Licht (Sweden), Jan Degryse (Belgium), Dolores Forès (Spain), Inguna Locmele (Latvia), Roar Maagaard (Denmark), Brendan O'Shea (Ireland), Roger Price (United Kingdom), Llukan Rrumbullaku (Albania), Mario R Sammut (Malta) and Katarina Stavric (Macedonia).

Introduction

Specialist Training in General Practice / Family Medicine (GP/FM) is mandatory in the European Union and most other European countries. Consequently, harmonisation of the preconditions for the training process is required across the region to assure the quality of education. The consensus of EURACT is that it is important to move towards common standards. This applies in selection of trainers and teaching practices, and in the implementation of training, to ensure that training in GP/FM is of the required quality for future General Practitioners / Family Doctors throughout Europe.

This guideline updates the '*EURACT Statement on Selection of Trainers and Teaching Practices for Specific Training in General Practice*' which was developed by EURACT in Tartu, Estonia in 2002. The criteria are described below under two main titles: (a) the selection of trainers and training practices and (b) the implementation of training in general practice / family medicine.

A. Selection of GP/FM Trainers / Practices

A.1: Selection of GP/FM Trainers

GP/FM trainers should:

- Work in a GP/FM practice approved for Specialty Training
- Have satisfactorily completed an approved/accredited teacher's course
- Demonstrate that they are involved in educational activities relevant to GP/FM teaching within and external to the practice, e.g. being engaged in CPD teaching and learning activities
- Be certified as having completed specialist training in family medicine
- Be familiar with the regulatory framework surrounding specialist training in family medicine

- Be familiar with the technical and administrative aspects of the assessment of GP/FM trainees
- Make use of their national GP/FM curriculum
- Understand the structure and purpose of their role in the training programme of their designated trainees

Level 1 - Minimum standard:

- *Trainers must have a Personal Learning Plan with annual review which includes activity relevant to GP/FM training.*

Level 2 - Adequate standard:

- *Further to the minimum standard, trainers should take part in a variety of educational activities, working outside the practice as well as inside it, with evidence of outcomes of the activities and potential or real change in behaviour.*

Level 3 - Excellent standard:

- *In addition, there should be evidence of a full cycle of audit of educational activity. Therefore a need will be identified, followed by a review of current practice, a plan to address the needs and a second data collection or review with change demonstrated.*

A.2 Selection of GP/FM Practices

Infrastructure

GP/FM Specialty Training teaching practices should:

- Comply with national health and safety legislation
- Provide trainees and educators with safe working environments where personal safety is not compromised
- Ensure medical records are maintained to an adequate standard, compliant with national regulatory standards
- Ensure a well-equipped dedicated room for trainees' consultations
- Demonstrate provision of a comprehensive, cost effective and continuing service to patients (supported by relevant protocols and procedures)
- Demonstrate evidence of effective use of the primary health care team
- Maintain a significant incident review process / patient-complaints procedure
- Maintain and develop a Practice Orientation Guide for each incoming trainee

Governance

GP/FM Specialty Training teaching practices should:

- Systematically inform patients that it is a training practice

- Demonstrate role-modelling for clinical governance
- Provide evidence of an active programme of audit
- Hold regular practice meetings, in which the trainee is expected to participate and contribute to
- Respond to patient satisfaction surveys

Educational facilities

GP/FM Specialty Training teaching practices should:

- Maintain an educational environment adequate to accommodate each trainee
- Ensure relevant specialty-specific educational expertise where this is necessary (access to a relevant specialist – e.g. an ophthalmologist – for tutorial or clinical experience)
- Provide access to adequate IT facilities in the practice
- Ensure protected teaching time with a designated trainer
- Provide advice and tutoring from a designated trainer at all times during the consulting hours
- Ensure facilities for trainer-observed consultations
- Provide access to reference texts / journals

Level 1 - Minimum standard:

- *Practices must have the educational facilities, infrastructure and leadership adequate to deliver the curriculum.*

Level 2 - Adequate standard:

- *In addition, the practice should have in place good structures and processes for the interaction with other contributors of healthcare in the community and nearby hospitals.*

Level 3 - Excellent standard:

- *The above plus one or more of the following characteristics:*
 - *the practice should have a demonstrated research capacity, in terms of published research;*
 - *the practice should provide a multi-professional training environment;*
 - *the practice should be a leading influence in the continuous development of primary health care.*

B. Implementation of Specialist Training in GP/FM
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Fairness in training

GP/FM trainers must provide training and a training environment that ensures fairness for all trainees independent of ethnicity, gender, disabilities, special

educational needs and other trainee needs in the context of the community served by the practice.

Delivery of Curriculum

GP/FM trainers must provide the trainee with the educational opportunities (range of patients, clinical problems, learning environment and learning opportunities) sufficient to fulfil the requirements of the curriculum.

Assessment

The GP/FM trainer must provide the trainee with feedback based on assessment.

Organisation of Training

The GP/FM trainer must plan a training schedule which is coordinated for the trainee, other practice members and the programme organiser.

Supervision by GP/FM Trainer

A trainee must be assigned to a GP/FM trainer throughout their programme. Where that trainer changes during the programme, both trainers involved must ensure that there is a managed handover of responsibilities in collaboration with the programme organiser.

Learning Needs Analysis

The learning needs of the trainee should be identified by assessments based on day-to-day practice and used to modify day-to-day teaching.

Personal Learning Plan

The trainer should support the trainee in the development, effective use of and reflection on the personal learning plan (which may be incorporated into an educational portfolio).

Protected learning time

The trainer must ensure that the trainee and the trainer have protected learning time which is supported by the practice.

Level 1 - Minimum standard:

- *Specialist Training in GP/FM should involve curriculum-based training, delivered in an organised manner during protected time. Such training should involve supervision and assessment of the trainee by the trainer. The trainee should develop a personal learning plan based on a learning needs analysis.*

Level 2 - Adequate standard:

In addition to the above,

- *Organisation of training: The training should also be delivered by people other than an approved/accredited GP trainer, e.g. nurses, therapists and practice managers. This training should be coordinated by the approved trainer.*
- *Supervision of training: The experienced trainer should exercise other skills, for example working with small groups of trainees and be responsible for the organisation of their training.*

Level 3 - Excellent standard:

In addition to the above,

- *Organisation of training: The training should be organised by the approved/accredited trainer in a way that involves all other healthcare trainees and teachers, so that the learners share educational opportunities, learning with and from each other.*
- *Supervision of training: The approved/accredited trainer should be responsible for the development of new additional trainers and educational environments.*

References

EURACT, 2002. EURACT Statement on Selection of Trainers and Teaching Practices for Specific Training in General Practice. EURACT Council Meeting, Tartu, Estonia.

NHS East Midlands Healthcare Workforce Deanery, 2011. General Practice Speciality Training (+ Foundation) Educational Supervisor/Training Practice Approval and Re-approval – Informal, Self and Visitor Assessment Document.