

## Top tips for General Training Programme Directors

This document was created from information given by General Training Programme Directors and General Training Committee members. It will be updated regularly to include new information.

	<b>Suggested Tips</b>
<p><b>Administration</b></p> <p>(Aim: to ensure that administration system is robust)</p>	<ul style="list-style-type: none"> <li>• If resources allow have a dedicated administrator.</li> <li>• Create a dedicated email address that GTPD and administrator can both access when other is away. For example, ask your trust/employer to set up a generic email address such as GTPadmin@trust.nhs.uk</li> <li>• Have clear instructions to the admin staff regarding the communication with potential trainees or candidates. For example, you could have a series of template letters or emails prepared to include:             <ul style="list-style-type: none"> <li>(i) an information letter that gets sent out when there is an enquiry which outlines the qualification, how it is achieved and local information about costs and the application process;</li> <li>(ii) application form;</li> <li>(iii) an acceptance letter for DFRSH training to say you have space on the programme;</li> <li>(iv) a letter explaining how to achieve occupational health clearance if they are applying for practical sessions.</li> </ul> </li> <li>• Your admin staff could:             <ul style="list-style-type: none"> <li>(i) check all entry requirements met - you could use a table check list document to help with this;</li> <li>(ii) provide schedule of training costs;</li> <li>(iii) coordinate trainee's training schedule which should ideally outline and include the whole of the training journey;</li> <li>(iv) introduce allocated trainer to trainee</li> </ul> </li> <li>• Application to training should be made flexible, for example making sure that you have various access points for the training.</li> <li>• Admin staff should keep a contemporaneous list of all FRTs. Ensure that you have at least minimal details about them including FRT number, place of work, contact details and what qualifications they can teach. Explain where their data is being stored and the fact it was not shared in the light data protection rules (GDPR compliant).</li> </ul>

	<ul style="list-style-type: none"> <li>• Have clear and well-rehearsed communication channels with FSRH office. Know who is the link person for LoC, diploma, recertification, etc. Good to have a laminated list over desk including email address and telephone number. FSRH have a <a href="#">staff list on their website</a> and the roles of people responsible for the different qualifications are clearly listed in the Education &amp; Training team section.</li> </ul>
<p><b>Support for FRTs</b></p> <p>(Aim: to support and nurture a sense of community among FRTs, format would differ depending on the size of GTP)</p>	<ul style="list-style-type: none"> <li>• Suggest a mentor for ALL new FRTs but consider for FRTs returning from a period of leave also. Mentors should be more experienced FRTs.</li> <li>• You might want to enable all FRTs to buddy-up and use each other for second opinions when dealing with a challenging or struggling trainee.</li> <li>• Organise and deliver one annual FRT meeting (provide feedback from GTPD conference and Faculty news/ collated feedback from trainees shared /educational skills).</li> <li>• Depending on the size of the GTP, consider sending a regular newsletter to all FRTs. This is especially important for those who do not attend trainers’ meetings.</li> <li>• In additional to annual meeting offer opportunity for FSRH trainers and potential trainers to get together periodically just to share experiences. Consider asking local Pharma reps to provide a lunch for meetings. Local meetings could take on variety of format – lunchtime or half-day etc.</li> <li>• Encourage working together with other FRTs from other GTPDs in the area for help in difficult circumstances, clinical advice and to help with running assessment half days.</li> <li>• For example, some GTPs found it much easier to run former Courses of 5 with the help of FRTs from all over the region. Everyone can then take it in turns and doesn’t have to take part every time but is involved enough that they can keep up to date with any changes to the modules and use the sessions for CPD purposes.</li> <li>• Consider keeping an audit of training activity of each individual FRT to ensure as much as possible, equitable allocation of trainees.</li> <li>• Share resources and store them somewhere that is accessible for all your FRTs to use. This would be especially useful to those FRTs who do not have access</li> </ul>

	<p>to SRH service resources. Items that might be helpful to have ready for FRTs are:</p> <ul style="list-style-type: none"> <li>(i) IUCs (lots of different shapes and sizes) and a model uterus in one box</li> <li>(ii) Laminated anaphylaxis instructions from Resuscitation Council UK</li> <li>(iii) Model arms and placebo implants</li> <li>(iv) Box of contraceptive methods to demonstrate the less well-known methods</li> <li>(v) Laminated UKMEC sheets</li> <li>(vi) Laminated checklists for practical diploma assessments</li> <li>(vii) Laminated summary of IUCs with costs, sizes and dimensions on insertion tube.</li> </ul>
<p><b>Finding and then assessing potential new FRTs</b></p>	<ul style="list-style-type: none"> <li>• Ask any excellent diploma trainees if you can stay in touch with them. Contact them a year after achieving their qualification and ask if they're interested in becoming an FRT.</li> <li>• Consider using an “assessment interview template” to assess competency of potential new FRTs who wish to join your GTP. There is <a href="#">an interview template on the FSRH website</a> that you may wish to use for this. The FSRH encourages you to support <a href="#">GP trainers</a> who wish to become FRTs.</li> </ul>
<p><b>Support for trainees</b>  (Aim: to offer support in a transparent, inclusive learning environment)</p>	<ul style="list-style-type: none"> <li>• Have a standard welcome letter from GTPD to new trainee listing pathways for feedback and complaints, including how to complain anonymously through the complaints box in clinics.</li> <li>• Have a dedicated and distinctive posting box available within the clinic for diploma feedback forms that is very obviously different to other boxes for other purposes.</li> </ul>