ACKNOWLEDGEMENTS

PUBLISHED BY:
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This publication is funded by the Australian General Practice Training (AGPT) Program, which is an initiative of the Department of Health.
Content was compiled from various sources including the Royal Australian College of General Practitioners (RACGP) and the Australian College of Rural and Remote Medicine (ACRRM).

FOREWORD

I am delighted to welcome you to General Practice Training Tasmania (GPTT).

Our 2019 handbook provides a comprehensive overview of the training program, the various resources and opportunities available to GP Registrars and key information about GPTT, its management and staff.

GPTT’s vision is ‘Healthy Communities - Local and Global’. We therefore are committed to a program focussed on continuous improvement, best practice, quality and innovation.

The team at GPTT look forward to working with you to make your experience as a GP Registrar an enjoyable one.

Ms Allyson Warrington
Chief Executive Officer
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INTRODUCTION

WHO IS GPTT?
Australian General Practice Training (AGPT) is managed on behalf of the Australian Government by nine regional training organisations (RTOs) across Australia. General Practice Training Tasmania (GPTT) is the regional training organisation in Tasmania for AGPT and is funded to deliver general practice education and training.

The goal of GPTT is to ensure that GP Registrars achieve competence and are able to perform effectively in unsupervised general practice through provision of a high quality training program.

GPTT aims to provide education and assessment activities that meet the learning needs of GP Registrars and which are consistent with RACGP, ACRRM and AGPT requirements.

BOARD OF DIRECTORS
GPTT is a board-governed entity, comprising of directors elected by members and appointed by the Board. The Board of Directors is responsible for the strategic direction, policy and performance of GPTT.

To meet our GPTT Board of Directors please visit www.gptt.com.au

GPTT TEAM
GPTT’s team is committed and dedicated to professional development to ensure you will always get the highest quality training.

To meet our GPTT team please visit www.gptt.com.au

VISION
Healthy Communities – Local and Global

MISSION
To strengthen health care through training excellence

VALUES
- Collaborative • Innovative • Leading • Adaptive • Respectful • Positive

KEY PRIORITY AREAS
- Reputation and Relationships
- Innovative Program Development and Delivery
- Business Development

ENABLERS
- People • Systems • Processes
**GPTT PHILOSOPHY OF TRAINING**

The GPTT approach to training is based on the following key principles:

- GP Registrars are treated respectfully on the following key principles:
  - Training needs to be relevant, time efficient and enjoyable
  - A range of flexible training options are available for GP Registrars to pursue their personal learning needs and interests, within the framework of program requirements
  - Training, education and assessment will be innovative and based on best practice evidence from research literature
  - Doctor self-care and family needs will be given a high level of importance throughout the training program (in the interest of presenters and other GPs, GPTT is unable to accommodate babies and children attendance during workshops)
  - GP Registrars, GP Supervisors and Medical Educators will collaborate to deliver the training program and achieve GP Registrar learning goals
  - Training will prepare GP Registrars for their future careers, rather than be wholly focussed on exam preparation
  - GPs need to be life-long learners; GP Registrars will engage actively with the training program and develop independent adult learning skills, including critical analysis and self-reflection
  - Accredited practices will be supported to provide high quality, sustainable training
  - Training in areas of workforce need will be supported and encouraged

This handbook focuses on GPTT specific information and should be used in conjunction with the Australian General Practice Training (AGPT) Guide for GP Registrars 2019.

**MEDICAL EDUCATORS (MEs)**

Medical Educators are experienced GPs that have a unique mix of educational and practical knowledge in the general practice environment. Medical Educators liaise with GP Supervisors, organise and deliver education activities and provide advice and support to GP Registrars. They act as training advisers to individual GP Registrars and perform External Clinical Teaching visits (ECTVs), miniCEX visits and six monthly Training Meetings. Additionally, they provide training and support for GP Supervisors.

A GPTT Medical Educator is nominated as the point of contact for each GP Registrar during training. This ‘designated Medical Educator’ provides overall advice and guidance to each GP Registrar about their learning needs, plans and goals and provides advice around training and educational activities they should undertake during the training program.

The designated Medical Educator undertakes the initial Training Meeting and ensures that it is reviewed and updated at least each semester.

To meet our Medical Educators, please visit the GPTT website.

**REGISTRAR MEDICAL EDUCATORS (RMEs)**

RMEs are GP Registrars who are interested in building skills in medical education and are supported to be Medical Educators in the development of their career in medical education.

RMEs play an active role in the medical education team.

To meet our RMEs, please visit the GPTT website.

**REGISTRAR LIAISON OFFICER (RLO)**

An RLO is a GP Registrar employed by GPTT to represent and support their fellow GP Registrars. They keep GP Registrars updated with any issues impacting GP training and are the first contact for GP Registrars for issues that arise and can liaise between the GP Registrar and GPTT. The RLOs are also responsible for publishing the regular “Roaring Forties” newsletter for GP Registrars and they may be involved in workshops and webinars. They also run the Business Lunches which occur during the Workshop Releases.

Contact your RLO on rlotas@gptt.com.au

**SUPERVISOR LIAISON OFFICER (SLO)**

The Supervisor Liaison Officers are employed by GPTT to liaise with GP Supervisors within Tasmania in order to represent them in all aspects of GP training and GP Registrar supervision.

Each of the three regions of Tasmania has their own SLO.

To contact our SLOs, please visit the GPTT website.

**GP SUPERVISORS**

GP Supervisors are experienced GPs accredited in accordance with RACGP and/or ACRRM standards to provide supervision in an accredited teaching practice. GP Supervisors are the principal providers of practice-based education especially during PRRT/GPT1 and PRRT/GPT2 terms.

Using an apprenticeship model, GP Supervisors provide professional role modelling, advice, one-to-one teaching, supervision, feedback and assessment. GP Supervisors also provide general support and guidance to GP Registrars. In rural areas they play a key role in familiarising the GP Registrar with their area and provide local information and support for the GP Registrar and his/her family. They have a role in coordinating aspects of team-based learning within the practice setting which will include other GPs and practice staff.

Your GP Supervisor is often the most important person supporting you in your GP training. Your relationship with them is very important.
GPTT ONLINE

WWW.GPTT.COM.AU

The GPTT website contains information for GP Registrars. On the website you will find:

- A login to g.prime
- Training practice profiles, including ARST and AST posts
- The Practice Placement & Enrolment Policy
- Handbooks
- Information links to ACRRM and RACGP

G.PRIME

g.prime features for GP Registrars include access to:

- Individual GP Registrar training portfolio
- Online registration to GPTT educational events
- Access to important forms and documents including a comprehensive clinical skills log and other policies, plus claim forms.

Information about outstanding training requirements and available training time related to the AGPT training time cap.

Any queries about g.prime can be directed to Tim Sumpton the g.prime Administrator at tim.sumpton@gptt.com.au

THE SOURCE

The Source in an online education resource containing online modules and other tools for learning.

ROARING FORTIES REGISTRAR NEWSLETTER

GPTT Registrar Liaison Officers (RLOs) will each month send updates and important information out via the digital Roaring Forties Registrar Newsletter. It is very important that these newsletters are read as they often contain important communication and training updates from GPTT.

SURVEY MONKEY

Please take the time to complete surveys from GPTT, as we use your feedback to improve your training.

LOCATION

GPTT IS LOCATED AT:

General Practice Training Tasmania Inc.
Level 3, RACT House,
179 Murray Street,
Hobart Tasmania 7000
p (03) 6215 5000
f (03) 6234 1666

GPTT Office
Short term parking 1 hour only
Entry via Murray Street

Hobart Central Carpark
Entry via Melville Street

Argyle Street Car Park
38 Argyle Street
GENERIC REGISTRAR ATTRIBUTES

These are characteristics, skills, attitudes, behaviours and competencies that GPTT feel are broadly and universally required by successful and effective independent GPs.

SOCIETY

- Serving the public
- Sustained workforce and profession
- Recognising local and global needs
- Respecting people, practice and professions

APPLIED SKILL AND KNOWLEDGE

- Critical thought
- Reflective analysis
- High standard of care
- Identifying and addressing weaknesses

SELF

- High self worth
- Self empowerment
- Learner responsibility
- Individualised learning
- Self-care
- Trustworthy
- Self-directed learning

PASSION AND EXCELLENCE

- Promoting GP
- Teamwork
- Lifelong learning
- Peer support

EXPECTED RESPONSIBILITIES MODEL

ENGAGEMENT BEHAVIOURS | ASSISTANCE RULES

SELF

Identify and monitor learning needs
Be aware how to seek assistance, who to contact, and do this early
Aim for healthy work and life balance
Keep updated with college and AGPT policies and rules

COMMUNITY

Promote public good
Act with professional courtesy
Foster health seeking behaviours
Promote the profession of General Practice
Support your local community

GPTT

Discuss difficulties or concerns early
Fully engage with the educational requirements of GPTT in a timely manner
Liaise with staff professionally
Remain aware of GPTT requirements, policies and rules

PRACTICE

Participate within the practice team
Seek exposure to case variety
Discuss any issues that arise with your supervisor early
Respect practice privacy
Comply with employment contract conditions
This outlines the interactions of the various elements of the training program, the following pages provide further detail.

TRAINING SUPPORT
- Life Coaching
- RAMPS Committee
- Feedback from – ME, Supervisor, Administration
- Registrar Scholarship and Emergency Medicine Fund

ACRONYMS
ACRRM  Australian College Rural and Remote Medicine
ARST  Advanced Rural Skills Training
AST  Advanced Specialised Training
CCT  Core Clinical Training
CFET  Colleague Feedback Evaluation Tool
ECTV’s  External Clinical Teaching Visit
ExPrep  Structured Exam Preparation Activity
FARGP  Fellowship of Advanced Rural General Practice
GAPS  GPTT Assessment Preparation Series
GPRA  General Practice Registrars Australia
GPSA  General Practice Supervisors Australia
GPT  General Practice Term
ME  Medical Educator
miniCEX  Mini Clinical Evaluation Exercise
PRR  Primary Rural and Remote
RACGP  Royal Australian College General Practitioners
RAMPS  Registrar Assessment, Monitoring of Progress and Support
ReCeNT  Registrar Clinical Encounter in Training
RLO  Registrar Liaison Officer
RPL  Recognition of Prior Learning
WEBS  What the Evidence Base Suggests

TRAINING TERMS
- Hospital terms – GPT1 – GPT2 – GPT3 – Ex. Skills +/- FARGP
  - CCT - PRR1 – PRR2 – PRR3 – PRR4 – AST

SUPPORTS
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GPTT’S EDUCATION PROGRAM

GPTT’s education requirements are consistent with overall AGPT policies and RACGP and ACRRM standards for vocational training. All GP Registrars should be familiar with AGPT policies.

GPTT’S EDUCATION PROGRAM

Orientation Workshop (three days)
This program runs over three days. Important assessment in training, feedback and training requirements are discussed. Activities to assess and develop registrars consultation and clinical knowledge skills are included. Assessment results are provided to training posts immediately to support the handover of learning support following the workshop.

Requests to alter GPTT Training requirements
Content: From time to time registrars at GPTT may hold current competencies in particular areas that do not require them to complete a training or education activity. These might include workshops, activity submissions or other elements of the GPTT program. Registrars should refer to the Request to alter GPTT training requirements policy on GPrime. Evidence such as a formal certification, it’s program of education and training, and evidence of currency of competency are likely to be required under this policy. Registrars can seek advice from their ME if they wish to apply for an alteration of their requirements.

Workshop Release 1 (three days)
Workshop Release 1 runs over three days and includes Sick Child/Behaviour, Clinical Reasoning/ Rational Test Ordering, Role Playing and Advanced Life Support.

Workshop Release 2 (three days)
Workshop Release 2 runs over three days and includes Advanced Communication Skills, Role Playing, Women’s Health and Approach to Medical Emergencies (AME).

Workshop Release 3 (three days)
Workshop Release 3 runs over three days and includes a full day on Mental Health and two days on suturing and dermatology called STITCH.

Workshop Release 4 (three days)
Workshop Release 4 runs over three days and includes Dementia, Delivering Serious News, Research and Evidence Based Medicine, Deprescribing/ Polypharmacy comorbidity, Men’s Health/ Adolescent health, Population/Public Health/ Advanced care directives.
Other compulsory components of the GPTT program include:

a. Development of a Learning Plan by the GP Supervisor
b. Five External Clinical Teaching Visits (ECTVs) and/or Mini Clinical Evaluation Exercise (miniCEX) Visits during training
c. Submission of Feedback on GP Terms in g.prime at the end of each term
d. Completion of one What the Evidence Base Suggests (WEBS) task per calendar year
e. Participation in Registrar Clinical Encounters in Training (ReCEnT) activity
f. Training Plan contacts with the GP Registrar’s ME occurring each term
g. Completion of one College Feedback Evaluation Tool (CFET) activity during training
h. Acceptance and adherence to the model of delivery. Consistent behaviour that supports the expected responsibilities and generic registrar attributes models

See g.prime for GP Registrar Feedback on GP Terms document.

WEBS
One critical function of a GP is to make sense of all the current and new evidence to inform safe population specific clinical care. The What The Evidence Base Suggests (WEBS) activity requires the registrar to look up answers to a clinical question from multiple resources, and outline their appraisal of these resources, how they made sense of what information they found, and how this may or may not have impacted upon their clinical practice. Registrars are required to share their report with a practice or peer group during a meeting. More information is available to support the WEBS activity from your ME or on the guidance document found on GPrime.

GAPS
GAPS (GPTT Assessment Preparation Series) is a program designed to assist registrars as they prepare for the RACGP OSCE assessment. A Mock OSCE is held two weeks prior to the RACGP exam at the GPTT offices in Hobart, consisting of 6 short cases and a long case. The day runs with both a morning and an afternoon session to cater for all interested registrars.

RAMPS COMMITTEE
The Registrar Assessment, Monitoring of Progress and Support (RAMPS) committee has been established to oversee progress in training. This group meets around monthly, and is able to take notifications from any ME about a registrar concern. It will advise GPTT on activities of assessment and support that may be required. It can advise the GPTT SME Team around any high stakes decisions that may be required, including Remediation Training, Withdrawal from Training, and Completion of Training Sign Off.

BLENDED SUPERVISION PILOT (RACGP PATHWAY ONLY)
Traditionally registrars who are training towards their FRACGP will require on site supervision from a suitable supervisor for up to 80% of their in practice time. This obviously poses some difficulties, especially in rural and remote areas where a suitable supervisor may not be available for some or all of this time. Because of this, GPTT are developing a Blended Supervision model. This pilot model has been approved by the RACGP Vocational Training Standards Committee. Registrars will be supported by a remote supervisor who is available by phone or videoconference.

Registrars should contact Kaylee.Davie@gptt.com.au for more information or to express an interest.

EXTERNAL CLINICAL TEACHING VISITS AND MINICEXES
Medical Educators participate in conducting External Clinical Teaching Visits (ECTV’s) and Mini Clinical Evaluation eXercises (MiniCEXs) with registrars. ECTV’s involve sitting in and observing as a registrar consults with patients, discussing the registrar’s progress, and meeting with the supervisor to discuss the term. MiniCEXs involve observing a patient consult that lasts approximately 15-20 minutes, and then discussion of the patient management and feedback, usually taking 5-10 minutes. It follows a standardised reporting format for ACRRM assessment. Both are not high stakes assessments, however may provide critical training information on individual registrar progress. It allows a performance based observation in real life to be undertaken. As part of their training requirements, RACGP registrars undergo 5x formative ECTV’s across their first 3 terms in General Practice – 2x in GPT1, 2x in GPT2, and 1x ‘extended visit’ in GPT3. This 5th ECTV includes 90mins of uninterrupted consulting, then time for Random Case Analysis (RCA) with the registrar.

EVENING TRAINING MEETINGS (ETM’S)
Registrars must attend at least 10 evening training meetings over total training time. They are invited to attend during hospital based training, however are most likely to benefit during general practice based training. GPTT invite ME’s to facilitate these sessions in each of the three regions. The scheduling is determined by the region, as too are the topics. Each cohort will structure and negotiate their framework of topics and learning needs incorporating local resource people. These can be medical specialists who may also assist in developing referral pathways as colleagues.

ABORIGINAL HEALTH TRAINING REQUIREMENT
All registrars at GPTT are required to undertake Aboriginal Health Training during their training time. The requirements will be to complete three components of training.
These are:
1. Cultural Activity
2. Health Service Visit
3. Aboriginal Health Practice (Closing the Gap)

Registrars can meet these requirements in a number of ways.

**All three** components of the requirement are met by attending the annual Aboriginal Cultural Camp. This collaborative between the Tasmanian Aboriginal Corporation and GPTT is on Aboriginal country in central Tasmania at trawtha makuminya.

**COLLEAGUE FEEDBACK EVALUATION TOOL (CFET)**

This compulsory training activity allows a reflection upon individual performance as measured by peers that registrars have worked with. It is undertaken once during training time. Registrars select when they would like to start the activity. This is done by contacting the provider of the tool via email. This provide will be identified as form CFEP. CFET requires 15 email addresses of people previously or currently in a professional working relationship with the registrar and the registrar then sends these to CFEP. Colleagues are encouraged to come from a mix of clinical and non-clinical and may be people they have worked with over current or past training terms. The selection of the responders will impact on the quality of the feedback. Registrars then receive a collated report and anonymous narrative comments. The report should be discussed with their supervisor and ME. Any reports that are include areas in a lower quartile for reporting purposes are sent to GPTT and the ME first. These require the registrar to meet with the ME to discuss the results while delivering the report simultaneously. GPTT are working with the provider to optimise the current reporting framework.

The tool includes a reflective option where registrars can comment on their feedback. Registrars are required to complete this activity in full, however currently it is a low stakes assessment and is not a pass/fail activity. The registrar can decide if they wish to debrief with their Supervisor or ME, or both, but must discuss with a trusted peer to fully utilise the opportunity for guided reflection via the CFET.

**ACRRM pathway registrars** complete the CFET and Doctors Interpersonal Skills Questionnaire (DISQ) as their Multi-Source Feedback (MSF) summative activity. GPTT fund the MSF for ACRRM pathway registrars in full.

**DIVERSITY OF TRAINING**

GPTT supports the diversity of training experiences that occur when registrars expose themselves to different learning and supervision environments. In most cases this requires multiple training posts. The RACGP require two settings for GP Terms with at least 6m FTE training time in the second post. This rule is supported by GPTT. ACRRM pathway registrars may undertake all PRRT terms in one setting. The GPTT **Diversity of Training Policy** found on GPrime contains information for registrars related to applications to waive this second practice requirement.

**RETURNING TO TRAINING FOLLOWING LEAVE**

GPTT offer a Return to Training activity to assist in the registrar and supervisor in their awareness of the current learning needs of the registrar. This clinical activity is optional for registrars whom take less than six months of leave on a continuous block. For registrars whom take six months of more of training program leave this activity is a requirement prior to returning to active training. Please read the GPTT **Return to Training Policy** on GPrime.

**INNOVATION**

Medical education requires on ongoing review of current and planned educational activities. Registrars will be provided with advice to remain updated on their roles and responsibilities during training. It is mandatory to read each ‘Roaring Forties’ newsletter where important updates will be provided. In the future GPTT intend to implement the following:

- Recorded Consultation Video Review
- Registrar self-reflection- mid and end of term progress reporting
- Modular options to support the RACGP Paediatric Training Requirement for fellowship

In 2020 GPTT will implement an integrated and feedback rich model of assessment for registrars called Programmatic Assessment. More information on this can be provided by the Director of Training and will be shared in the lead up to January 2020.

**THE LEARNING PLAN**

The GP Registrar Learning Plan is the document and process agreed between the GP Registrar and GP Supervisor, setting out how the GP Registrar will meet their own learning needs in order to achieve the individual learning objectives of the training program. A prime purpose of the Learning Plan is to ensure that the GP Registrar undertakes a range of learning activities which adequately sample the domains of competence described in the RACGP curriculum or ACRRM curriculum.

The Learning Plan is prepared at the commencement of training and thereafter at the beginning of each semester (usually every six months) or new training placement where these do not commence on semester basis. The GP Registrar should meet with their GP Supervisor early in each semester to discuss the Learning Plan and review this soon after with their Medical Educator.

**ELEMENTS OF A LEARNING PLAN**

To adequately fulfil its purpose, a Learning Plan should include reference to:

- The overall outcomes the GP Registrar expects to achieve from training
- The specific learning needs of the GP Registrar based on his or her previous experience and demonstrated areas of competence when compared against the competencies required for general practice as described in the available curricula (including mandatory requirements)
The particular goals which the GP Registrar seeks to achieve as they undertake each training placement

The particular clinical experience and educational and assessment activities to be undertaken to meet their overall needs and their more specific needs during the next training placement. This will include activities occurring in the practice setting, through release seminars and workshops and through self-study and distance education modules. Activities specified as mandatory should also be included.

RECORDING THE LEARNING PLAN

This should include:

a. A statement of the overall individual learning objectives of the GP Registrar for their total training
b. A documented learning needs analysis with reference to the RACGP and ACRRM curricula
c. A list of the individual learning objectives for the semester being commenced
d. A listing of the learning activities to be undertaken during the semester (including both mandatory activities, assessment tools, etc., plus other activities chosen by the GP Registrar in consultation with the Medical Educator)
e. Target dates for completion of activities where appropriate
f. A description of the evidence of satisfactory completion which will be submitted for the learning activities included in the plan
g. An activity for the plan to be shared with GPTT and future GP Supervisors to enable connected and individual progress of learning
h. How and when the learning goals will be monitored. How frequently and what formal and informal processes of feedback will occur during training time in the post

NON COMPLIANCE

GP Registrar attendance and progress will be reviewed periodically. The GP Registrar will be notified of deficiencies and asked to attend the event or complete the activity on another date. Completion of Training will not be signed unless all compulsory components of the GPTT training program are satisfactorily completed within AGPT training time.
PERFORMANCE REVIEW AND INTERVENTION PROCESSES

There is a rigorous process of performance review and supportive intervention for at-risk GP Registrars at GPTT. The key principles of the GPTT Performance Review and Intervention Process are:

- Transparency of the process
- Clear guidelines which are well documented and defensible
- Thorough documentation of all proceedings and actions
- Delivery of natural justice to all participants
- Early detection and specific negotiated remediation with defined outcomes

GPTT will review the progress of all GP Registrars on a regular basis. This occurs through feedback from GP Supervisors, visits to the practice by MEs to conduct ECT visits, six monthly Training Plan meetings (including a review of the portfolio) with their ME and other means.

To increase transparency, discussions will occur from 2018 at the Orientation Workshop around the complex programmatic assessment and feedback processes that GPTT are developing to increase registrar awareness of current and future learning foci, and when high-stakes decisions on progress may occur.

EARLY DETECTION

The most optimal intervention process occurs when problems are detected early, confirmed and defined by multiple assessments and remediation is instituted in a timely fashion. Early detection is promoted at GPTT by:

- Notification of Concern Form
- Advising GP Supervisors about at risk GP Registrars
- Early risk assessment by GP Supervisors
- Early contact by GPTT staff with GP Supervisors in GPT1 terms
- Meeting with Medical Educator early in the GPT1 term to undertake a Training Plan
- Early ECT visits in GPT1 term
- Regular low stakes, intermediate stakes and high stakes assessments
- GP Supervisor’s feedback forms
- Ad hoc discussions with GP Supervisors

Early detection of learning needs is not limited to skill, knowledge and attitude deficits but also may include deficiencies in the prerequisites for learning (self awareness, common sense, awareness of context, inter-personal skills and organisational ability), cultural adjustment and language skills.

Other problems that affect performance include:

- Internal practice or GP Supervisor conflicts
- Health issues
- Professional and ethical behaviour concern

When a concern is raised in one of these areas a more detailed assessment of the GP Registrar may reveal multiple areas of sub optimal performance.

INTERVENTION AND REMEDIATION

During GPT1/PRR1 GP Registrars are monitored closely to enable early detection of the at-risk GP Registrar. Concerns about performance can also be raised in ad hoc discussions with GP Supervisors.

Whenever a problem is detected, it is referred to the attention of a Senior Medical Educator (SME) or the Director of Training.

The SME team may make high stakes decisions around registrar progress and further education and assessment requirements during training.

For further information, refer to GPTT’s Remediation Policy on g.prime.
# TRAINING END POINTS

## THE AUSTRALIAN GENERAL PRACTICE TRAINING PROGRAM

<table>
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<tr>
<th>Year One</th>
<th>Core Clinical Training Time</th>
<th>12 months</th>
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<tr>
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<tr>
<td></td>
<td>Primary Rural &amp; Remote Training</td>
<td>24 months</td>
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<td>Year Two</td>
<td>Hospital Training Time</td>
<td>12 months</td>
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<td></td>
<td>GP Terms</td>
<td>GPT1 - 6 months, GPT2 - 6 months</td>
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<td>GPT 3 - 6 months, Extended Skills - 6 months</td>
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<td>Year Three</td>
<td>FRACGP Qualification (RACGP)</td>
<td>Extended Skills - 6 months</td>
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<tr>
<td>Year Four</td>
<td>Advanced Specialised Training</td>
<td>12 months</td>
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<td>Advanced Rural Skills Training</td>
<td>12 months</td>
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FACRRM QUALIFICATION (ACRRM) + FRACGP QUALIFICATION (RACGP)

Note: Fourth year is for FACRRM & FARGP candidates.

GPTT offers training to the ACRRM and RACGP end points.

**Fellowship of the Australian College of Rural and Remote Medicine (FACRRM)**
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All ACRRM GP Registrars are required to enrol with ACRRM at the beginning of their training timeline and assessment process. They should be familiar with the ACRRM Pathway, Policies, Standards, Curriculum and Assessment process.

Advanced Specialised Training (AST) posts are detailed on the GPTT website.

If there is an AST you would like to do in Tasmania, please contact your Medical Educator to see if this can become a possibility for you.

For further information please refer to the document on g.prime "FACRRM training with GPTT".

**Fellowship of the Royal Australian College of General Practitioners (FRACGP)**
www.racgp.org.au

All RACGP GP Registrars are required to be a member of RACGP at the beginning of their training timeline. They should be familiar with the RACGP Pathway, Policies, Standards, Curriculum and Assessment process.

**Extended Skills (FRACGP) only**

Extended Skills training offers an opportunity to gain experience in areas of health and medicine that are relevant to General Practice and of special interest to the GP Registrar. All FRACGP GP Registrars must complete six months of extended skills during their training. This requirement can be met in a number of different ways and in a variety of different settings. Please discuss your individual training plan with your designated Medical Educator or the Director of Training.

- Hospital based Extended Skills can be done at any stage during your training
- Community Based Extended Skills (in non GP Setting) can be undertaken after a GP Registrar has completed the hospital terms.
Extended Skills Placements available through GPTT are on the GPTT website. If there is an area you would like to do an Extended Skills Post in that is not already accredited please contact your designated Medical Educator to discuss further options.


Advanced Rural Skills Training (ARST) posts are offered by GPTT towards the award of FARGP.

Please visit the GPTT website for the latest information on accredited training posts.

ADDITIONAL OPPORTUNITIES IN TRAINING

There are numerous additional learning opportunities provided by GPTT. These are updated on the GPTT Calendar on g.prime and include:

- Musculoskeletal Workshop
- Exam Preparation Workshop / GPTT Assessment Practice Sessions (GAPS)
- Plaster Workshop
- Dental Workshop
- Advanced Life Support 2

Occasionally there are limited spots available for various workshops. A good example of this includes our Musculoskeletal Workshop with a maximum of 20 participants able to be accommodated at any workshop.

Some GP Registrars in our program also complete external learning through various organisations during their training which is encouraged.

Examples of such courses include:

- Diploma of Children’s Health
- Certificate in Skin Cancer Medicine
- Certificate of Sexual and Reproductive Health
- Certificate of Women’s Health and more.

ACADEMIC GP REGISTRAR POST

This allows GP Registrars to receive funding for training and to contribute in a positive way to this area of research, teaching, professional service and leadership.

The two colleges of General Practice administer and fund the research posts.

The position includes attendance at the GP Registrar Research Workshop, and networking with other GP Registrars completing Academic Posts around Australia.

In Tasmania, there is a strong link between GPTT, the University of Tasmania and The Menzies Institute of Medical Research.

Please contact GPTT’s Director of Training for more information.
GP REGISTRAR SELF-CARE

GPTT prides itself on knowing each GP Registrar individually and GP Registrar self-care is of paramount importance to us.

GPTT seeks to minimise travel for the GP Registrars and is increasingly using distance education practices, such as webinars.

Looking after yourself is important. If done well, self-care can increase your resilience and assist in offering you a long and enjoyable career.

There is the potential for GP Registrars who are in a relationship with each other to experience difficulties with a practice should things not go well for one of the partners. GPTT in principle would discourage GP Registrars in a relationship from being employees at the same practice. Other RTOs have a strict policy not to allow same practice placements. On consideration, GPTT have decided to highlight the potential difficulties this could create, but leave it to the discretion of the GP Registrars and practices to decide.

HOW DO I LOOK AFTER MYSELF DURING TRAINING?

Avoid falling into the stereotype of a doctor’s personal healthcare characterised by denial and delay, self investigation, self diagnosis, self treatment, and self referral. Take a positive approach to maintaining your personal wellbeing and be open to seeking help and support when it is needed.

• Find your own GP. Your GP can objectively manage your health, and be a source of help and support.
• Always feel able to speak to your RLO confidentially – they can offer support and suggestions, or provide you with details of someone else who can help.
• Consider some of the sources of stress and risk factors you’ll encounter then use a “wellbeing checklist” as a practical place to start thinking about positive actions you can take. The GPRA website has a good wellbeing checklist under its resources for self care.
• The Doctors’ Health Advisory and other services offered by medical profession organisations could also be useful to you. In Tasmania the AMA Peer Support Service is 1300 853 338. This is a confidential and anonymous peer support for doctors by doctors, 365 days per year from 8am to 11pm for the cost of a local call.
• R-Cubed (Real Resilience Resources) is a website dedicated to supporting GP Registrars, medical students and junior doctors to become more resilient. It offers resources, inspiration and tips from other doctors on self care. www.rcubed.org.au/ is an initiative of GPRA.
• All Australian RACGP members who are registered medical practitioners can access professional advice to help cope with life’s stressors through the GP Support Program which is a service specifically for GPs by registered psychologists.
• The Bush Support telephone service is free and you can remain anonymous. It is available 24 hours a day for doctors and their families located in small rural or remote communities. Calls are answered by psychologists who have a strong understanding of the realities of remote and rural practice. 1800 805 391 is a tollfree number from landlines anywhere in Australia.

If you have moved to a new area in Tasmania it is encouraged that you discuss with your GP Supervisor or practice manager local supports or opportunities such as sporting groups, art groups, Church groups and more to help ensure you maintain a work-life balance in your new location.
GP REGISTRAR SUPPORT AND LIFE COACHING

GP Registrar wellbeing and happiness is a measure of success in the AGPT program. It is also linked to longevity and performance as an independent GP. Community safety and retention of a high quality workforce relies on well practitioners, with wellness describing not just the absence of illness, but a reflection of the bio-psychosocial-spiritual elements of a person in their community.

GP Registrar Support (GPTT) will offer one-on-one sessions with an educator. These sessions will focus on working through problems to enable improved wellness and self-management of a range of life and work challenges identified. The program will be delivered by an educator with experience in personal coaching and life skills counselling. This will be a “no cost to the GP Registrar” service. It is anticipated that a maximum of four 1 hour sessions will comprise a program.

The program is NOT intended to supplement a psychological therapeutic relationship. It is not appropriate to manage moderate long-term mental health conditions. It is intended to assist GP Registrars with making adjustments to life circumstances that are commonly challenging during GP training, that include but are not limited to:

- Challenges in the workplace or home (communication, interpersonal skills, etc.)
- Relocation and isolation from peer and family supports
- Work and life balance and setting priorities
- Self-care and managing emotional exhaustion

Personal information may be exchanged by GPTT staff for the purposes of the program only. As with other personal and private information, GPTT will not disclose to other parties (unless in the rare circumstance as required to by law) your private information.

GP Registrars may contact Dr Lisa Clarke or Dr Patrick O’Sullivan to access the program.

GP Registrars are encouraged to initially discuss their circumstances with their Medical Educator, who may be able to offer guidance and assistance in the first instance.

03
RESOURCES AND OPPORTUNITIES
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HOW DO I ORGANISE A GENERAL PRACTICE PLACEMENT?

The GPTT website gives an overview of the practices accredited for GP training in Tasmania as well as a link to the Practice Placement and Enrolment Policy; this policy is also available to download on g.prime.

Refer to the Practice Placement & Enrolment Policy on g.prime.

CAN I TRAIN PART TIME?

GPTT supports flexible training options. You can work part time as negotiated with your practice. This must be in agreement with the AGPT Training Time Policy 2018.


HOW CAN MY PREVIOUS MEDICAL WORK COUNT TOWARDS MY TRAINING?

You can apply for Recognition of Prior Learning (RPL) if you meet the eligibility requirements.

RPL can reduce GP Registrars’ overall time in the AGPT program. RPL applications are approved by the relevant College Censor. GP Registrars should submit RPL applications to GPTT.

Relevant forms with regard to RPL can be found on g.prime or at the RACGP and ACRRM websites.

WHAT SORT OF LEAVE AM I ENTITLED TO?

As a GP Registrar you are entitled to two weeks annual leave per six months (as long as your employee agreement mirrors this).

In addition to this you can organise with your practice to take leave without pay. This time taken from training does not count towards training time and will slow your training down.

Maternity and paternity leave can be applied for. Please note that this is unpaid. However, you may be eligible for the Government’s Paid Parental Leave Scheme.

HOW DO I GET PAID AS A GP REGISTRAR?

As a GP Registrar in the hospital setting you will be employed by the hospital you are working in. As a GP Registrar in General Practice you will need to negotiate a contract with your supervising practice. The contract must meet the requirements of the National Terms and Conditions for the Employment of Registrars.

The National Terms and Conditions for the Employment of Registrars (NTCER) document is produced by GPRA and the GPSA. It outlines the conditions of employment for a GP Registrar in Australia and will be an invaluable resource for negotiating your contract.

This can be your reference to terms and conditions such as:

•  Nature of employment
•  Remuneration
•  Leave entitlements
•  Payment of leave
•  Supervision
•  Educational release
•  Ordinary hours of work
•  After hours & on call
•  SIPs and PIPs
•  Workload

The NTCER can be found on the GPRA website – www.gpra.org.au – in addition to a number of other resources.

NEGOTIATING CONTRACTS

For many GP Registrars, negotiating an employment contract can be a challenging process. There are many things to consider in addition to money. GPRA have produced a guide which concentrates on negotiation for GPT1 and GPT2 GP Registrars, but many of the guidelines apply to GP Registrars and GPs at any career stage. It can be accessed via the GPRA website. The GPRA website has links to the National Employment Standards as well as other valuable resources.
I NEED TO TRAVEL FOR A PLACEMENT. IS THERE ANY HELP FOR MOVING OR ACCOMMODATION?

Yes. GPTT supports training in areas across Tasmania, including those with increased workforce need. You may be eligible for:

- **Rural Rental Subsidy**: A payment of up to $150 per week is paid for rental assistance to those GP Registrars who are maintaining two places of residence in Tasmania to enable them to complete their rural GPT1/PRR1, GPT2/PRR2, and remediation GP terms. This is paid monthly upon receipt of a signed claim form, together with the rental receipt.

- **Relocation Reimbursement**: covers removalist expenses for you to take up residence. To be eligible, this relocation must occur within Tasmania. The move covers relocating to a rural location to undertake training in your GPT1/PRR1 or GPT2/PRR2 terms within Tasmania. The maximum amount available is $2500 over the duration of your training with GPTT.

IS THERE ANY HELP FOR TRAVELLING LONG DISTANCES TO GPTT WORKSHOPS WITHIN TASMANIA?

Yes. GPTT understands there can be financial hardships associated with undertaking training away from your home area. You may be eligible for:

- **Accommodation Allowance**: An accommodation allowance of up to $130 per night is available from GPTT for attendance at training educational events if staying overnight >60km away from your current place of residence.

- **Travelling Allowance**: Reimbursement of incurred travel costs up to $200 is available on presentation of petrol receipts. This is available when attending training educational events if staying overnight more than 60kms away from your current place of residence.

*Please note that in circumstances where GP Registrars choose to share accommodation and/or means of transport only one claim will be eligible for payment.

The workshop claim form can be found on g.prime.

ARE THERE ANY AVENUES TO FUND PROFESSIONAL DEVELOPMENT?

Yes. GPTT offers a number of ways to fund professional development.

EMERGENCY COURSE FUNDING

All GP Registrars are required to attend emergency courses as part of their training. RACGP requires compulsory ALS (Level 2 or Level 1), and the AME (Approach to Medical Emergencies) course. Both of these are funded by GPTT.

ACRRM GP Registrars must successfully complete either 2 accredited “Tier 1” courses (which includes ALS) or one “Tier 1” course and 2 accredited “Tier 2” courses (which includes AME). Please refer to the “Emergency Medicine Funding Policy” on g.prime for a detailed explanation of the courses.

Funding for the extra emergency course requirement for ACRRM GP Registrars can be accessed via the opportunity for all GP Registrars (including those completing the RACGP pathway) to be reimbursed for one external emergency course as approved by GPTT.

Outside the above allowances GP Registrars are required to pay for additional emergency courses. However, they are encouraged to apply for a GPTT scholarship if the course articulates with their Learning Plan.

GPTT SCHOLARSHIP FUND

Scholarships are warded quarterly for funding to attend a conference as a participant or to present a paper, conduct research or undertake a unique educational experience. Applications are available on g.prime under Forms and Documents. The funding must relate to a future activity – Requests for retrospective funding will not be considered. Applications close on 1 March, 1 June, 1 September and 1 December.

IF I HAVE AN ISSUE AT GPTT WHAT CAN I DO?

At GPTT we feel we are very open to feedback and assisting our GP Registrars through training. The majority of issues arising can be dealt with quickly and easily through communication with GPTT staff.

People you may wish to talk to include your GP Supervisor, your designated Medical Educator, an RLO or the Education Manager. If an issue cannot be resolved through these channels, the Director of Training or Chief Executive Officer (CEO) may become involved.

GPTT has a formal Complaints Resolution Procedure. The policy is available on g.prime.
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