

GP Local Faculty Group (LFG) guidance

Updated July 2021

Overview of the LFG

The GP Local Faculty Group (LFG) has two main areas of activity:

- Oversight of the delivery of the GP curriculum, the local educational programme, opportunities for assessment, the provision of effective supervision and maintenance of supportive learning environments (quality control).
- Reviewing the progress of each trainee, including the identification of those in need of additional support and enabling the required resources to be provided.

This is an important forum for raising issues and concerns by both learners and educators. Such matters that are not dealt with by the LFG, or more wide reaching can then be shared, as appropriate, with the Local Educational Board (LEB) and Specialist Trainee Committee (STC).

LFG meetings occur at least three times a year and the timing usually co-ordinated to allow any outstanding issues or concerns to be raised promptly in the next LEB. Matters discussed and action points raised should be clearly documented and kept by the local Faculty Administrator.

Suggested membership

The members of the LFG can vary from scheme to scheme, but there would be an expectation of the following in each meeting:

- Chairperson - usually a Training Programme Director
- Training Programme Director team
- Trainee representatives (at least one for each of ST1, ST2, ST3 & LTFT trainees)
- Training Programme Administrator
- Trust HR representative
- Patch Associate Dean.

Other potential attendees that may be invited include Trust Clinical Leads, GP Educators, Trust Clinical Supervisors, Supported-Return-To-Work Champions, Wellbeing Leads, Library and Knowledge Services Managers & other individuals in appropriate and speciality areas. Their need for attendance can be considered by the requirement for their direct input during the LFG, based on the planned agenda.

Those members unable to attend can provide written reports in advance, of any relevant information, issues or concerns that need discussion by the LFG.

Format of the LFG

It is usual that the meeting is in two halves, to address the two main areas of activity (as above) of the LFG. Equal time should be apportioned to these two areas.

The second area - that of trainee progression - should be held as a 'closed' section of the meeting without trainee presence and only those who need be directly involved in discussions around individual trainees.

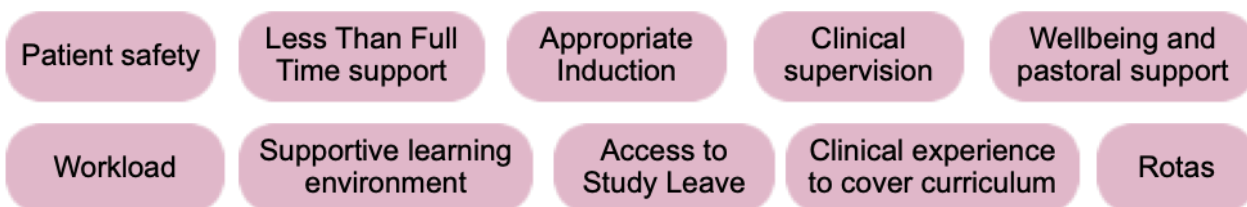
Typically, the LFG will last approximately two hours (one hour allocated for each section), but this may vary depending on size of scheme, attendance list etc.

LFG meetings may be held face-to-face, remotely (via Microsoft Teams or similar platform) or a blended mix of these. Attendee should have access to the minutes and action log from the previous meeting.

Trainee feedback

This is vital to the functioning of the LFG and should be requested in advance, to enable the representatives to obtain feedback from their peers. Commonly trainee reps will use electronic methods (group emails, online surveys, WhatsApp groups) to obtain this.

Feedback should be obtained to cover the following areas, from the GMCs [Promoting Excellence: standards for medical education and training](#):



Although there will naturally be a focus on negative feedback and areas to improve, positive feedback and examples of good practice should also be sought and shared within the LFG and to the LEB where appropriate.

Assessment of trainee progress

This is carried out in the second half of the meeting with only relevant attendees (and no trainees at all) present. As confidential information is discussed, it should therefore be carefully considered who should attend all, or part, of this session.

Information that is relevant, evidence-based, and non-discriminatory should be shared with those in attendance regarding each trainee's educational progress. LFG chairs should ensure that feedback is given from all relevant sources and that it is measured and informative, whilst also avoiding overly critical or negative opinion that may impact on the trainee's future experience with other supervisors / departments.

Using the feedback received and in conjunction with a review of their progress (including exams) within the training portfolio, trainees should then be given a rating to reflect how they are progressing, such as:

- trainee exceeding expectations
- trainee meeting expectations
- trainee needing additional support
- trainee needing significant additional support.

Outcomes from the LFG

Any areas of concern raised during the LFG, whether from trainee feedback or other sources, should be addressed either within the meeting, dealt with locally after the meeting by the LFG membership (and documented as an action point) or raised to the appropriate person(s), such as the LEB or Patch Associate Dean, for further action.

The assessment of trainees' progress should also be conveyed to the trainee following the LFG.

Those trainees assessed as needing additional or significant additional support should be met with to discuss their ongoing needs and ensure an educational plan is in place (which is documented within their portfolio).