

Measuring and improving quality in general practice training

Samia Toukhsati^{1,2,3}, Belinda O'Sullivan⁴, Rebecca Kippen², Leila Greenfield¹, Tina George^{1,3},
Simon Morgan¹, Carla Taylor^{1,2}, Janice Bell⁵, Leonie Chamberlain¹, Jillian Benson⁶

¹ General Practice Supervision Australia

² Monash University

³ University of Melbourne

⁴ University of Queensland

⁵ Curtin University

⁶ University of Adelaide

Background

The co-designed General Practice Clinical Learning Environment (GPCLE) framework describes the key elements of high-quality learning environments in general practice (GP). This paper reports on the translation of the GPCLE framework into a GPCLE quality improvement tool to support the achievement of high-quality learning environments in GP.

Method

This mixed methods project involved GP trainers, GP training practice teams, and trainees. The project comprised three stages: (1) expert GP stakeholders attended a workshop to co-design a GPCLE tool; (2) the GP training sector was invited to participate in an online review of the GPCLE tool, and; (3) the GPCLE tool was field tested in GP training clinics.

Results

Quantitative and qualitative data were triangulated to inform the iterative development, selection, and refinement of GPCLE tool items. This paper will report on the composition of the GPCLE tool and implementation factors.

Discussion

The GPCLE tool was co-designed and refined by the GP training community in Australia, ensuring its applicability to quality improvement in GP training. Future research will evaluate the generalizability of the GPCLE tool to vocational training in other countries and learners, such as prevocational and medical students. This will have major implications for improving general practice training and, ultimately, providing better healthcare.

Conclusion

The GPCLE tool is designed to support quality improvement in vocational GP training. Enhancing the quality of clinical learning environments, and therefore of training experiences, will help attract learners and trainees to general practice and bolster future workforce supply.

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