

Supporting best practice in vocational GP training: field testing a quality improvement tool

Toukhsati S.^{1,2,3}, Morgan S.¹, O'Sullivan B.⁴, Kippen R.², Greenfield L.¹, George T.^{1,3}, Taylor C.^{1,2}, Chamberlain L.¹, Flynn K.⁵

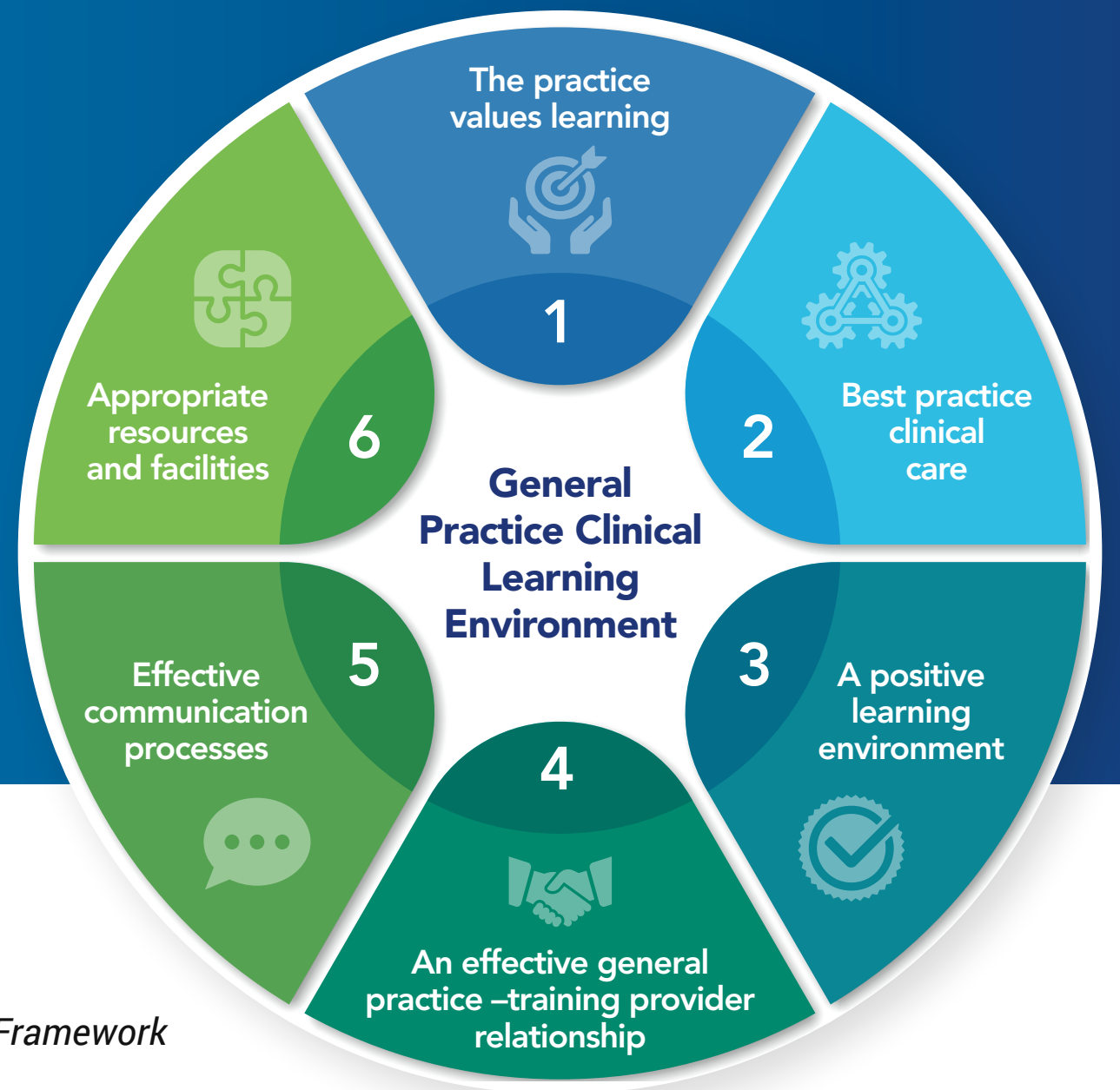


Figure 1. The GPCLE Framework

Background

The General Practice Clinical Learning Environment (GPCLE) Framework describes six key elements of high-quality learning in general practice (Figure 1).

The GPCLE tool enables training practices to measure, improve, and monitor the quality of their learning environment (see example, Table 1).

Aim

To field test the GPCLE tool in various locations and practice settings in Australia.

Method

- Ethics approval granted on 16th May 2023 (Monash University #38174)
- Mixed-methods
 - GPCLE tool self-assessment (Table 2)
 - Interviews (Table 3)

Results

- Participants included GP supervisors, GPs, practice nurses, practice managers, and registrars
 - Practice 1: Metro practice (n = 11)
 - Practice 2: Rural practice (n = 6)

Discussion

- Field testing showed that the GPCLE tool was perceived as a valuable and useable quality improvement tool. The results suggest that the tool may be used to support quality improvement in the GP practice learning environment.
- The GPCLE tool has broad policy implications for quality assurance purposes, such as College accreditation and university placement opportunities.

Table 1. The GPCLE tool: example item addressing the GPCLE Framework, Elements 1 and 3

Performance	Satisfactory	Commendable	Exemplary
Standard	In-practice teaching time is scheduled and protected	The content and methods of in-practice teaching meet the needs of the learner	Learner progress is monitored and teaching is adapted
Evidence	Teaching time is scheduled at a regular time to minimise interruption (e.g. in-practice appointment schedule)	Learners are assisted to identify their learning needs (e.g. learning needs assessment)	Learner progress is monitored via internal review (e.g. learner appointment schedule – running to time)

Table 2. Implementation of the GPCLE tool: Practice team self-assessment

The GPCLE tool...	Percentage agreement	
	Practice 1	Practice 2
is relevant/compatible with GP training	89%	100%
is feasible for self-assessment	89%	100%
is valuable as a QI measure	89%	100%
can be used by anyone in GP training	100%	100%
is best used at the end of GP training terms	100%	75%
should be used at 12- or 24-month intervals	89%	100%

Table 3. Implementation of the GPCLE tool: Practice team self-assessment

Role	Quote
GP supervisor	I think if somebody is missing a lot of [the GPCLE items], then they're probably not providing a quality, learning, environment...and that's something [to] work on
GP supervisor	So 75% of [the GPCLE items], yeah, we do that. 25%, think, hmm! I don't know... maybe we could do that a bit better or we should consider it.
Practice manager	If the [GPCLE] tool identifies that I'm missing something, the tool is only valuable to me if it helps me [address it].
GP registrar	Yeah, I could relate it [the GPCLE tool] to [the quality of] this practice. Yeah.

