

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

The General Practice Clinical Learning Environment (GPCLE) tool

The GPCLE tool is an 11-item, evidence-based quality improvement tool to measure, improve, and monitor the quality of the learning environment in the general practice setting (Table 1).

- **Standards:** Each item comprises a set of standards that describe the quality of the GP learning environment, ranging from satisfactory to exemplary
- **Evidence:** The quality of the learning environment is assessed by the availability of evidence at each standard

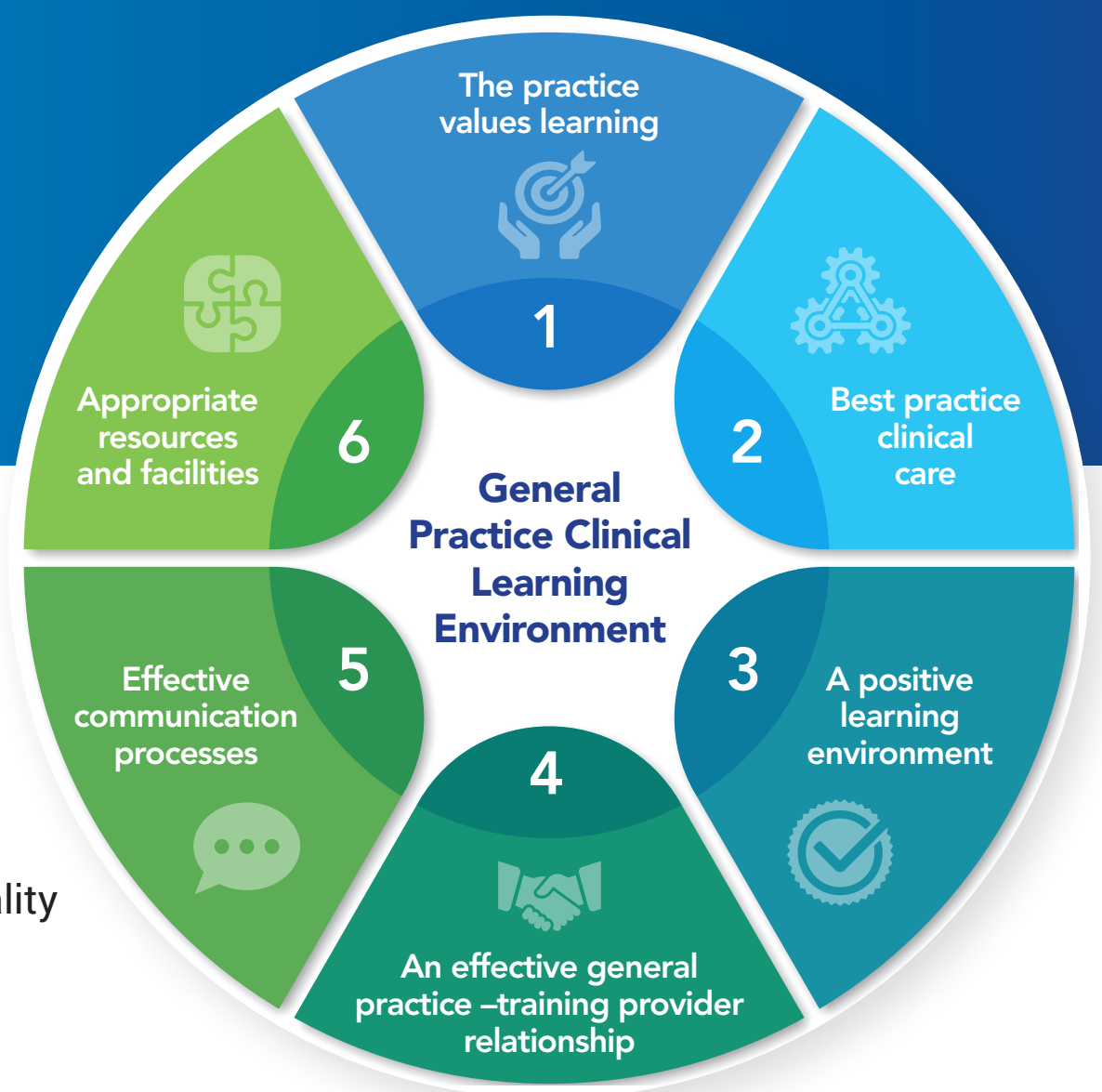


Figure 1 - The GPSA framework

Table 1. The GPCLE tool: example item

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)

Introduction

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

Objective

- To develop and validate a GPCLE quality improvement tool.

Methods

- Ethics approval granted on 16th May 2023 (Monash University #38174)
- Mixed-methods involving GP training stakeholders (College representatives, GP supervisors, GPs, practice nurses, practice managers, and registrars)
 - Delphi-style co-design workshop to develop the draft GPCLE tool
 - GP training sector review of draft GPCLE tool
 - Pilot test the GPCLE tool in GP training practices

Results

- Quantitative and qualitative data were triangulated to inform the iterative development, selection, and refinement of GPCLE tool items.

Discussion and Conclusion

- 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 impact of the GPCLE tool on quality improvement in GP training environments.

Implementation of the GPCLE tool

The GPCLE tool was perceived by GP training stakeholders as:

- highly acceptable, useable and feasible (Table 2)
- a valid measure of the quality of GP learning environments (Table 3)

Table 2. Implementation of the GPCLE tool: GP training stakeholder evaluation

The GPCLE tool:	GP training stakeholders % agreement
is relevant/compatible with GP training	76%
is feasible for self-assessment	65%
is valuable as a QI measure	69%
can be used by anyone in GP training	75%
is best used at the start of GP training terms	71%
should be used at 12- or 24-month intervals	67%

Table 3. Field testing the GPCLE tool: Practice team interviews

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
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.

