

'It's the vibe'

Quantifying 'quality' in the general practice clinical learning environment (GPCLE)

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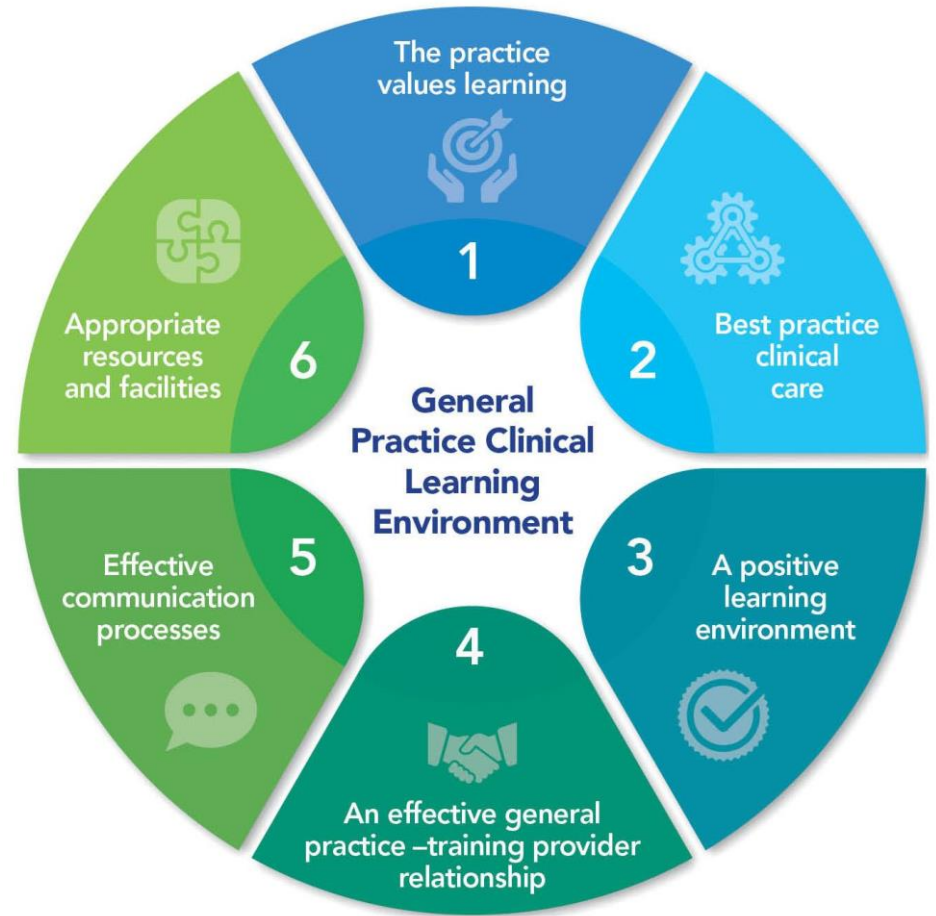


Acknowledgement of Country

We acknowledge the Traditional Owners of the land in which this meeting is taking place, and pay respects to their Elders past, present and their families.

The General Practice Clinical Learning Environment (GPCLE) Framework

The GPCLE is a consensus-based framework that describes the 6 key elements of high-quality learning environments in general practice.¹



Aim

To translate the GPCLE framework into **quantifiable indicators** that can be practically applied to benchmark, monitor, and guide quality improvement in the clinical learning environment.

Pre-workshop reflection activity





GPCLE Element 1

The practice values learning

Participants (N=16)

GP stakeholders

- GP supervisors
- non-supervising GPs
- Practice manager
- RACGP Regional Directors of Training
- GP registrar
- Medical student
- Medical educators

Procedure

Participants allocated to a GPCLE element and asked to 'quantify' quality in the clinical learning environment.

1. In your experience, what are some [key indicators](#) that a training practice values learning?
2. What [actions/behaviours](#) demonstrate when this is being done well?
3. Of these actions/behaviours, which is the [most important](#) to support a high-quality learning environment?

Results

For each GPCLE element:

- Quality indicators
- Arranged along a quality continuum

Informed workshop instructions and activities



GPCLE Element 1 The practice values learning

In my training practice, we have...

Satisfactory

Scheduled time for clinical teaching

Commendable

Scheduled time for clinical teaching + Regular scheduled supervisor observations

Exemplary

Scheduled time for clinical teaching + Regular scheduled supervisor observations + Regular scheduled debriefing



Delphi-style workshop



Participants (N=16) GP training stakeholders

Procedure

1. **Generate** quality indicators for each GPCLE element

2. **Review** the quality indicators for each GPCLE element



3. **Small groups** assigned to each GPCLE element - code and arrange indicators along a performance continuum

4. **Large group** discussion/ refinement of GPCLE items across all elements

| | | | |
|-------------------------|---|---|--|
| Element 1a Item stem | Teaching time | | |
| Element objective | Values learning | | |
| Performance scale | Allocated dedicated teaching time in accordance with college reqs | Teaching time is allocated at beg req. term session | Topics are planned in advance in consultation with reqs |
| Behaviours/ actions | protected tutorial | Prioritize | TP seeks feedback & feedback is good req feedback action. learner outcomes |
| Descriptor (optional) | | | |

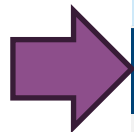
| | | | |
|-------------------------|--|--|-------------------------|
| Element 1c Item stem | Orientation | | |
| Element objective | Manual/ checklist | | |
| Performance scale | | | prep + thinking + input |
| Behaviours/ actions | Workplace OHS Intro to all staff Clinical software IT Other locations (eg UJ) First morning/day orientation Names by training stage Observation sup → req Local referral pathways Location of staff Dedicated consulting room Com orientation Context specific talking vs touring cultural orientation → BOTH ways (high level) | | |
| Descriptor (optional) | | | |




Results

GPCLE QI tool

- Performance continuum
- Consensus-driven quality standards
- Quantified quality indicators
- QI resources



|  | GPCLE Element 1 The practice values learning | | | |
|--|---|---|--|-----------|
| | 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) | Learning progress is monitored via internal review (e.g. learner appointment schedule – running to time) | |

Discussion

- Delphi-style process produced a consensus-driven GPCLE quality improvement tool
 - Successfully quantified “the vibe” of high-quality learning environments
- GPCLE QI tool validation
 - Sectorwide review (N = 230)
 - Pilot study (2 practices; MM1 and MM5)
 - The GPCLE QI tool is perceived as highly acceptable, useable, and feasible for use in GP training

Implications for training

- The GPCLE QI tool
 - Self-assessment tool for training practices – developed by the sector, for the sector
 - Assess, monitor, and guide QI in the clinical learning environment
 - Includes supportive resources to facilitate QI
- Potential future applications in
 - College in-practice QI activities
 - Quality assurance
 - College accreditation
 - University work integrated learning and placements at GP training practices

Acknowledgements

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Thank-you