**Presentation title**

Capturing best educational practice in Australian GP training: an appreciative inquiry approach

**Explain why your paper is relevant, important and of interest to GP22 participants**

It is important to identify, and build on, existing strengths as GP training transitions from regional training organisations to the College.

**Take home message**

* Profession-led training should retain, and scale up if appropriate, strong regional educational approaches and initiatives.
* A conceptual model of best practice in GP training will assist in developing and evaluating future educational initiatives

**Background**

Five priorities for research and scholarship (1) in GP training have been identified by key stakeholders: recruitment into GP training from hospital settings; cultural capability; trainee support and remediation; research training; and technology-enhanced training. The perspectives and experience of expert medical educators are key to understanding best practice in these areas.

**Aim / Hypothesis**

The aims are two-fold. Firstly, to describe and celebrate aspects of current best practice in the five focus areas, as determined by medical educators and other stakeholders, and identify strategies to build on these for the future. Secondly, to develop or refine a conceptual model of best educational practice in GP training.

**Method**

Medical educators from across Australia will participate in an Appreciative Inquiry workshop. Existing realist reviews (2) of health professional educational interventions (3-6) will be used to develop an initial template (7) for the analysis of workshop outputs. Focus groups and interviews with other stakeholders will explore provisional findings in more depth, and lead to iterative modifications of the framework and the development of a conceptual model of best practice.

**Results**

Aspects of best practice, and opportunities for further development, in the five focus areas will be reported. Based on work to date, key themes of best practice are likely to include: attention to learner motivation, insight/reflection, interactivity/dialogue, building on core competencies, learner transformation/behaviour change and systemic/institutional climate.

**Discussion and Conclusion**

Findings will inform profession-led training policy and delivery, and guide further research in the five priority areas.

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