**Presentation title**

What mix of educational delivery methods would best support GP vocational training?

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

High quality vocational training of general practitioner (GP) registrars is crucial for our future GP workforce. The research findings describe registrar and medical educator perceived benefits, challenges, and enablers of face-to-face and online educational modalities. Based on findings, preferred blended delivery options will be discussed.

**Take home message**

* GP medical educators and registrars identify positives and negatives in both face-to-face and on-line education.
* Some face-to-face socially connected learning is considered essential.
* The research findings could improve future vocational education design.

**Background**

Historically face-to-face delivery has been the key educational approach of general practice vocational training.

Online education has been increasingly enabled by technology, and rapid adoption forced by the Covid-19 pandemic*.*

**Aim / Hypothesis**

Our research aimed to identify, explore, and understand experiences of medical educators (MEs) and GP registrars with face-to-face and online education in Australian general practice vocational training.

This presentation aims to provide key findings to inform debate about future use of appropriately blended educational modalities.

**Method**

The qualitative research used focus groups and interviews to explore the experiences of a purposive sample of geographically representative MEs and GP registrars from both Regional Training Organisations in Queensland. De-identified audio-recording transcripts were thematically analysed using the Framework method.

**Results**

Forty-five MEs and GP registrars participated in the study. Both face-to-face and online modalities provided benefits, with at least some face-to-face social connection considered paramount for safe and effective vocational GP training. Generally, online teaching and learning was considered more challenging than face-to-face. Solutions were suggested to address challenges*.*

**Discussion**

The findings will trigger audience discussion about how the information could be best put into practice*.*

**Conclusion**

A mix of educational delivery modalities will be suggested to enhance the GP vocational training experience*.*