

# The Learning Environment Health Check

## Element 1 - Values

The [Learning Environment Health Check](#) is a self-assessment tool which is used to identify gaps and solutions to support supervisors in comprehensively structuring the learning environment.

The Health Check ensures that GP supervisors can be confident that their learning environment is best practice. It also helps new GP supervisors to [Prepare Your Practice](#) for the quality training of GP registrars.

Module One consists of 10 questions, taking no more than 5 minutes to complete.

The questions in this first self-assessment module align with Element 1 of the [Learning Environment](#). Select responses to the statements and questions below that best suit your practice context and operations. Feedback contained in this self-assessment can be used to improve teaching and learning at your practice.

### AVAILABLE ONLINE

The online version of this self-assessment tool includes links to resources and tailored one-on-one support.

[Click here](#)



## ELEMENT 1 - THE PRACTICE VALUES LEARNING

**The value the general practice places on learning and education will be reflected in its internal policies and procedures and in the ways the general practice approaches educational activities.**

1.1.1 The practice has a Teaching and Learning policy, or other formal ways of identifying and prioritising learning within the business.

Yes - our practice has a Teaching and Learning policy

No - our practice utilises more informal mechanisms.

No - we are seeking to improve the way the practice acts as a teaching & learning environment.

1.1.2 How would you rate attitudes across staff towards learners and the practice being a teaching and learning environment?

Very negative      1      2      3      4      5      Very positive

1.2.1 Supervision and teaching roles are included in the position descriptions of staff involved in teaching.

Yes - we have these components reflected in their position descriptions

No - we would like to see a position description template

1.2.2 GP supervisors are allocated/rostered time to coordinate teaching and learning.

Yes - appropriate admin time is rostered so supervisor/s can coordinate and plan teaching and learning

No - no extra or specific admin time is allocated for teaching and learning coordination responsibilities



1.2.3 The practice has ways to respect and reward the skills and qualifications of educators.

Strongly disagree      1      2      3      4      5      Strongly agree

1.2.4 The practice understands what supervisor competencies should be, and helps to facilitate supervisor learning and skill development.

Strongly disagree      1      2      3      4      5      Strongly agree

1.3.1 The practice understands everything it needs to do to anticipate and prepare for the arrival of registrar/s.

Yes - we are well versed in this.

Unsure - we would like a checklist and guide on everything we need to do 'Before the Registrar Starts'.

**Feedback:** It is important to plan for the arrival of a new registrar so that they feel safe, welcome, and ready to start on their first day. It is a complex undertaking with many forms and templates to be completed. GPSA has developed an easy timeline and checklist for practice managers and supervisors, [Before the Registrar Starts](#), which outlines the key tasks that need to be performed, alongside the supporting resources, from 2-3 months before a new registrar starts through to their fourth week in-practice.

1.3.2 Learners are treated as part of the team, respected for what they bring (new ideas, critical appraisal, future workforce) and given opportunities to learn:

In a limited way      1      2      3      4      5      Very much so

1.3.3 The practice has appropriate procedures, formal or informal, as to how learners are presented to patients, and patients are encouraged to be accessible for learners.

Yes - we have proper procedures and ways as to how we do this at our practice

No - we could standardise and formalise this a bit more

1.4.1 The practice considers the impact of learners on aspects of practice operations and takes this into account during planning. This includes planning for (select those that apply):

Supervision and support roles

Teaching activities

Business operations and resources

Social activities and learner inclusion

**GPSA members can receive personalised support to structure their learning environment for general practice training. Contact [memberservices@gpsa.org.au](mailto:memberservices@gpsa.org.au) for more information**

