



GPE_x

WHAT IS THE COST OF TEACHING? PROMPT SHEET FOR PRACTICES

GPE_x, in partnership with the University of Adelaide and GP Supervisors Australia, completed a research project to better understand the sustainability of general practitioner supervision by determining the financial costs and revenue associated with teaching and supervision in general practice. The national study gathered data in 2021/22 through interviews (n=18) surveys (n=380) and a stakeholder reference group. This fact sheet outlines some of the key findings and information relevant for practices supporting registrars in the Australian General Practice Training program.

This research project was supported by The Royal Australian College of General Practitioners with funding from the Australian General Practice Training Program: An Australian Government initiative.

RELEVANT KEY FINDINGS

It is important to acknowledge that the whole practice team are involved in supporting registrar placements, with significant contributions from the GP Supervisor and practice manager (PM).

A range of costs and revenue were identified by the research and included in the modelling, as depicted on the following pages.

There was wide variation in time invested and other costs reported by the participating practices. This identified that the cost of teaching is dependent on the practice, the registrar placed and the training context.

While participants identified non-financial motivators to teach (eg. an interest in teaching, interest in investing in future GPs), participants also flagged concerns with the ongoing sustainability of teaching. In particular, this was apparent where practices did not retain registrars after training - a perceived benefit of investing in training.



FACTORS IMPACTING ON THE COST OF TEACHING

Practice level

- Patient scheduling
- Experienced supervisors and practice
- Flexible practice
- Early education on Medicare billing
- Relationship with registrars

System level

- Practice-registrar fit
- Consistent supply of quality registrars
- Available suite of resources
- Registrar variation
- Opportunity for longer placements

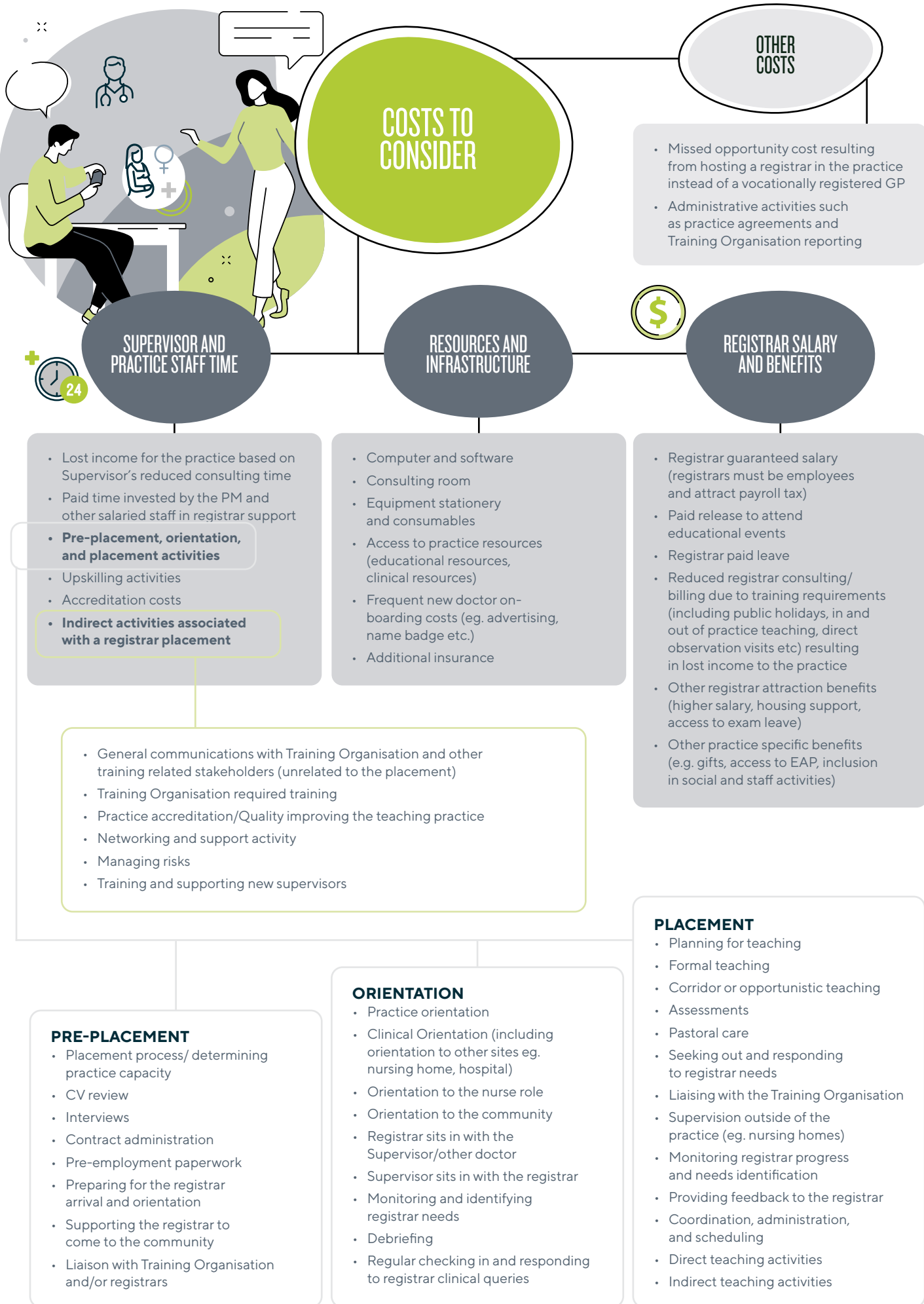
WHAT CAN PRACTICES DO TO REDUCE THE COST

- Invest in establishing a strong educational alliance with the registrar
- Focus on patient scheduling to match registrar level where possible
- Teaching ethical billing to registrars early on
- Supporting experienced practice staff and supervisors and fostering a teaching and learning culture

FIND MORE INFORMATION IN THE RESEARCH REPORT



SUPPORTING A REGISTRAR PLACEMENT



COSTS TO CONSIDER

OTHER COSTS

- Missed opportunity cost resulting from hosting a registrar in the practice instead of a vocationally registered GP
- Administrative activities such as practice agreements and Training Organisation reporting

SUPERVISOR AND PRACTICE STAFF TIME

- Lost income for the practice based on Supervisor's reduced consulting time
- Paid time invested by the PM and other salaried staff in registrar support
- **Pre-placement, orientation, and placement activities**
 - Upskilling activities
 - Accreditation costs
- **Indirect activities associated with a registrar placement**

- General communications with Training Organisation and other training related stakeholders (unrelated to the placement)
- Training Organisation required training
- Practice accreditation/Quality improving the teaching practice
- Networking and support activity
- Managing risks
- Training and supporting new supervisors

RESOURCES AND INFRASTRUCTURE

- Computer and software
- Consulting room
- Equipment stationery and consumables
- Access to practice resources (educational resources, clinical resources)
- Frequent new doctor on-boarding costs (eg. advertising, name badge etc.)
- Additional insurance

REGISTRAR SALARY AND BENEFITS

- Registrar guaranteed salary (registrars must be employees and attract payroll tax)
- Paid release to attend educational events
- Registrar paid leave
- Reduced registrar consulting/billing due to training requirements (including public holidays, in and out of practice teaching, direct observation visits etc) resulting in lost income to the practice
- Other registrar attraction benefits (higher salary, housing support, access to exam leave)
- Other practice specific benefits (e.g. gifts, access to EAP, inclusion in social and staff activities)

PRE-PLACEMENT

- Placement process/ determining practice capacity
- CV review
- Interviews
- Contract administration
- Pre-employment paperwork
- Preparing for the registrar arrival and orientation
- Supporting the registrar to come to the community
- Liaison with Training Organisation and/or registrars

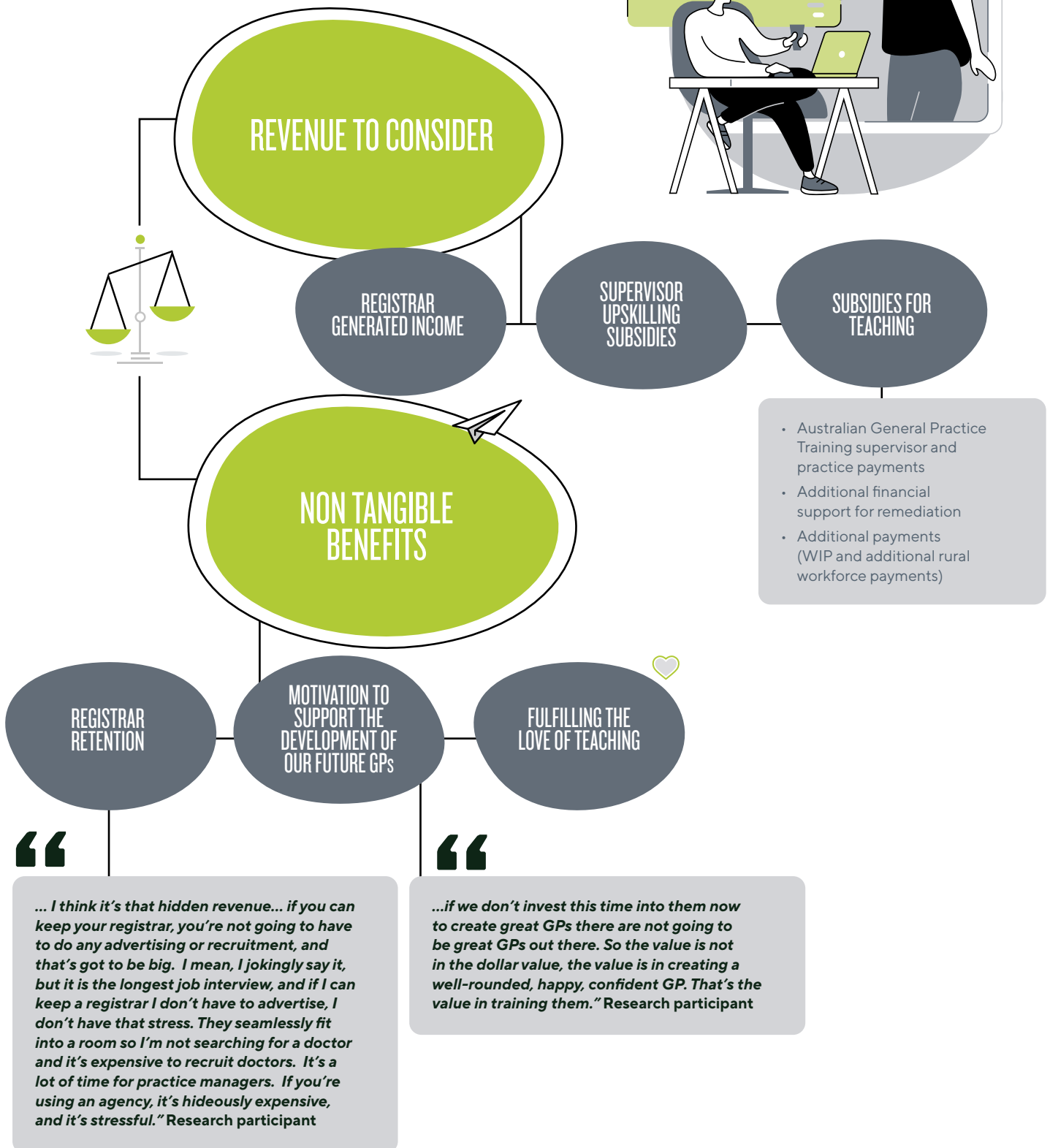
ORIENTATION

- Practice orientation
- Clinical Orientation (including orientation to other sites eg. nursing home, hospital)
- Orientation to the nurse role
- Orientation to the community
- Registrar sits in with the Supervisor/other doctor
- Supervisor sits in with the registrar
- Monitoring and identifying registrar needs
- Debriefing
- Regular checking in and responding to registrar clinical queries

PLACEMENT

- Planning for teaching
- Formal teaching
- Corridor or opportunistic teaching
- Assessments
- Pastoral care
- Seeking out and responding to registrar needs
- Liaising with the Training Organisation
- Supervision outside of the practice (eg. nursing homes)
- Monitoring registrar progress and needs identification
- Providing feedback to the registrar
- Coordination, administration, and scheduling
- Direct teaching activities
- Indirect teaching activities

SUPPORTING A REGISTRAR PLACEMENT



In partnership with



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