**Background**

Australian research suggests the most common motivation for being a GP Supervisors is a love of teaching. However, a GP supervisor requires far more than just a desire to teach. The medical educational literature is rapidly growing but many supervisors are unaware of the advances which have been made due to competing clinical demands and a difficulty in translating the literature into practice. To ensure a healthy future, GPs need to have a broad range of clinical competencies. This includes, although not limited to, an ability to be reflective, interact and practice in different contexts, deal with uncertainty and complexity, be a life-long learner, engage in problem solving and appreciate the impact of society and culture on health. For GP trainees to learn and develop these competencies, competent GP supervisors are needed.

**Aims**

To develop a supervisor course which translates best available evidence in medical education into the practical skill of being a GP supervisor.

**Method**

A comprehensive review of the health education literature was conducted. Key areas were identified. Educational concepts were translated into clinical practice and case studies. Content was developed into an online course with a programmatic assessment framework applied. This was then piloted with supervisors and an evaluation of learning outcomes and acceptability of use undertaken.

**Results**

The content was able to be developed into an online course which underwent peer review with positive feedback. Small changes were implemented as a result of the pilot. Evaluation data is still being collected.

**Conclusion**

A healthy future needs excellence in general practice teaching. GP Supervisors have the responsibility of coaching trainees to have a broad range of competencies, more than just clinical knowledge. Evidence from best practice in medical education can be translated into an online course which is relevant for supervisors in their daily teaching.