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Whare Tohu Rata o Aot

4. Definitions

All definitions are available in the *College Academic Regulations, Faculty, Quality Assurance*.

5. General policy

5.1 Registrars may require additional support to address issues they encounter in relation to their training. These issues may include:

- › gaps in clinical knowledge, skills and/or professional behaviour impacting on performance
- › difficulties with performing in examination
- › personal, financial and/or workplace stress
- › physical and mental health issues
- › environmental/organisational issues – workplace culture, lack of support, lack of appropriate clinical management or resources, registrar/supervisor relationship difficulties.

5.2 The College has a range of mechanisms to provide the necessary support to assist the registrar to achieve Fellowship.

6. Policy principles

6.1 In providing support to registrars the College will ensure that:

- a. support is tailored to need, pro-active and solution-focussed – support and guidance aims to address identified needs to achieve agreed solutions within available resources. The registrar is an active participant throughout the process.
- b. support provided is focussed on ensuring successful progress in GPEP and the development of the registrar's professional competence – and to help the registrar meet the training programme requirements.
- c. support provided prioritises registrar and patient safety.
- d. support provided ensures early intervention where possible – any issues or difficulties will be identified and addressed as early as possible to maximise the opportunity for resolution.
- e. support provided is fair, transparent and culturally safe – it will be accessible by all parties involved to assist with the resolution of training issues or difficulties.
- f. support may continue over time and when necessary across different training sites, Teachers/Kaiako, learning groups and other programme components – in such situations, information regarding the issues and the assistance provided may, with agreement from the registrar, be shared with their Teacher/Kaiako and Medical Educators/Kaiako Matua to facilitate ongoing support of the registrar. College staff may facilitate the transfer

- 6.2 Registrars experiencing issues or difficulties with their training have a responsibility to:
- a. actively seek and receive feedback on their performance and progress in training from the

In addition, Education Coordinators provide the following support to registrars and College staff by:

- a. providing all necessary advice and information to Medical Educators/Kaiako Matua, Teachers/Kaiako and registrars on human resource, health and safety and programme matters.
- b. providing support and information to Medical Educators/Kaiako Matua to enable them to set a plan for supporting registrars who are experiencing issues or difficulties with aspects of their programme.
- c. notifying the appropriate Clinical Consultant, Pou Whirinaki or the Head of Learning (or delegate) about any unresolved training setting or supervision difficulties.
- d. referring individual registrar issues or difficulties (where appropriate) to the Academic Quality Assurance Committee (AQAC).

NOTE: At any stage, Education Coordinators may communicate directly and confidentially with the appropriate Clinical Consultant or Pou Whirinaki who may then advise on additional support that could be provided, including further escalation if considered necessary.

7.4 **Pou Whirinaki Māori** is responsible for providing Māori clinical pastoral support and advocacy to Māori registrars enrolled in the programme and to encourage participation, retention and completion of the programme.

7.5 **Pou Whirinaki Pasifika** is responsible for providing Pasifika clinical pastoral support and advocacy to Pasifika registrars enrolled in the programme and to encourage participation, retention and completion of the programme.

7.6 The **Head of Learning** (or delegate) has overall responsibility for the delivery of the programme and advises the Chief Executive on major issues arising.

This includes:

- a. resolving, if necessary, registrar-supervisor/teacher relationship issues that cannot be resolved locally.
- b. ensuring programme regulations and College policies are complied with.
- c. ensuring the appropriate employment and health and safety requirements are adhered to and involve Human Resources personnel when required.
- d. recommending to the Chief Executive that a registrar be reported to the MCNZ where there are concerns about patient safety.

Year 1 registrars:

7.7 **Teachers/Kaiako** are responsible for working with registrars to provide quality teaching that aligns with the curriculum and fulfils the requirements of the GPEP year 1 programme.

This includes:

- a. inducting the registrar into the practice's policies and processes.
- b. developing a structured learning and professional development plan (PDP)
- c. providing dedicated one-on-one teaching and professional supervision.

- d. working with management in the registrar's practice to ensure registrars are prepared for and engaged in GPEP.
- e. Supporting management in the registrar's practice to:
 - > ensure staff in the practice are aware and supportive of the registrar
 - > assist the registrar to manage their wellbeing and address any health and safety concerns
 - > ensure the registrar's clinical work, including results and referrals, is managed when they leave the practice.

7.8 **Medical Educators/Kaiako Matua** overseeing year 1 registrars are responsible for delivering structured learning aligned to the curriculum.

This includes:

- a. monitoring the registrars' progress
- b. observing registrars in their practice
- c. reviewing formative activities completed by registrars
- d. receiving reports from Teachers/Kaiako about registrars
- e. delivering formative activities (e.g. in-practice visits, seminars, communication days)
- f. helping registrars to prepare for the summative examinations (written and clinical) at the end of GPEP year 1.

In addition to this, Medical Educators/Kaiako Matua:

- > provide pastoral care to registrars in need – identifying where additional support is required and addressing this with support from the Clinical Lead, Pou Whirinaki and College staff
- > notify the College of other additional needs, e.g. changes to programme, change from full-time to part-time.

7.9 **Lead Medical Educators** lead and assist Medical Educators/Kaiako Matua in the delivery of the programme for GPEP year 1.

This includes:

- a. coordination of the training programme and seminar days regionally
- b. assisting Medical Educators/Kaiako Matua in delivering formative activities (e.g. in-practice visits) where required
- c. delivering practical sessions at seminars and communication days.

In addition to this, Lead Medical Educators:

- > refer requests for additional support to the Multi-Use Educator Team
- > assist in the development of learning and teaching resources to complement the GPEP curriculum.

7.10 **Multi-Use Educators** provide support to both GPEP year 1 registrars and Educators as requested by the Manager Admissions, Managers Delivery or Head of Learning.

This includes:

- a. assessment of specific learning needs and the development/implementation of learning support plans for GPEP year 1 registrars requiring additional academic and/or pastoral support.
- b. providing support as needed for delivering aspects of the programme (e.g. seminar days).
- c. developing and facilitating professional development days for Medical Educators/Kaiako Matua.

In addition to this, the Multi-Use Educator team:

- d. provide monthly updates to the AQAC on registrars requiring additional support.

7.11 **Employing practices**

Employers, which includes the College, have employment obligations and responsibilities and must also meet the College's quality standards for training practices and Teachers/Kaiako.

This includes:

- a. managing all employment issues, including performance management and disciplinary matters in a timely, fair and objective way. Such matters may include, but are not limited to, workplace bullying, harassment and discrimination, sexual misconduct, drug and alcohol abuse, breaches of workplace policies, unacceptable standard of work that may affect patient safety, work hours and conditions.
- b. working collaboratively with the College (if applicable) where a difficulty is both an employment issue and a training difficulty.

7.12 **Registrar feedback**

The College will undertake a survey which will be sent out to all registrars at the end of Attachment 1 and 2 of their training. The survey will provide an opportunity for the College to receive and review feedback in order to make continuous improvements.

Years 2 and 3 registrars:

7.13 **Medical Educators/Kaiako Matua** for the second and subsequent years of training are responsible for:

- a. monitoring the registrar's progress
- b. observing registrars in their practice
- c. reviewing formative activities completed by the registrar
- d. providing additional pastoral support for registrars
- e. delivering formative activities (e.g. in-practice visits, learning groups).

7.14 **Mentors:** All registrars in year 2 and 3 must maintain a relationship with an appropriate general practice Fellow as a Mentor. The Mentor is responsible for guiding and supporting the registrar to ensure they maintain safe clinical practice.

This includes:

- a. being available for face-to-face meetings with the registrar
- b. ensuring adequate records of meetings are kept
- c. ensuring the registrar is not professionally isolated
- d. working with the registrar in developing appropriate professional development activities relevant to their learning needs
- e. providing materials for assessment as needed (e.g. case notes, videos).

NOTE: In the case where either the Mentor or registrar has issues or concerns with the mentoring relationship, they should contact the Clinical Lead (Northern or Southern), who will consider reallocating the mentee to a new mentor.

Registrars enrolled in the Prior Specialist Training Pathway to Fellowship

- 7.15 **International Admissions Advisor** is responsible for providing advice and managing the enrolment process for overseas general practitioners who have completed an overseas training programme recognised by the MCNZ.
- 7.16 **Education Coordinators** provide administrative guidance to registrars on this pathway. This includes:
- a. Ensuring they are aware of and comply with all specified programme requirements for their pathway (Group 1 and Group 2 qualifications).
 - b. tracking registrar progress through the programme, maintaining accurate and up-to-date records and information about the registrar.

8. Related policies, documents and legislation

- > Academic Regulatory Framework for Quality Assurance (CO-A-001-00)
- > Privacy Policy
- > Fellowship Pathway Regulations
- > Fellowship Assessment Standards
- > Academic Quality Assurance Committee
- > GP Registrar Concerns and Complaints Policy (CO-A-002-05)
- > GP Registrar Concerns and Complaints Procedures (CO-A-002-05A)
- > Approval of GPEP Teaching Practices and Teachers (CO-A-001-02)

9. Administrative procedures

9.1 Promulgation of published policy

This policy will be available via the College website.