



1.	TITLE:	PROGRAMME DEVELOPMENT AND REVIEW POLICY
1.1	Policy reference:	CO-A-002-01
1.2	Category:	Academic – Education
1.3	Approval date:	May 2023
1.4	Approved by:	Chief Executive
1.5	Effective date:	January 2024
1.6	Review/revision date:	December 2025
1.7	Unit responsible:	Learning team

2 Policy declaration

2.1 Purpose

This policy ensures that The Royal New Zealand College of General Practitioners' (the College's) education programmes, leading to and/or maintaining Fellowship of The Royal New Zealand College of General Practitioners (FRNZCGP) and/or the Division of Rural Hospital Medicine (the Division) (FDRHMNZ), meet the requirements and accreditation standards of the Medical Council of New Zealand (MCNZ).

3. Background

3.1 Objective

This policy sets out the principles relating to:

- > programme design and development
- > curriculum design and maintenance
- > programme approval and accreditation
- > programme review and maintenance.

3.2 In scope

The following are in scope:

- > General Practice Education Programme (GPEP) and related curriculum
- > Rural Hospital Medicine Training Programme (RHMTTP) and related curriculum
- > The College's Continuing Professional Development (CPD) programme Te Whanake
- > Rural Hospital Medicine Continuing Professional Development (the Division's CPD) programme

3.3 Out of scope

The following programmes are out of scope:

- Membership programmes not related to gaining Fellowship of the College or the Division.
- Programmes developed and delivered by accredited tertiary education providers accredited as part of GPEP or the Division programmes, e.g. Otago University's Postgraduate Diploma in Rural and Provincial Hospital Practice, or an academic programme used for the academic component of GPEP.
- Continuing professional development (CPD) programmes developed by third party providers.

4. Definitions

- **Programme:** usually set out in a document that articulates the graduate outcomes (discipline-specific knowledge, skills, capabilities and generic skills), the structure of the learning, the modules and their learning outcomes, the delivery methodology and assessment approach, the length of the programme, the rules and regulations covering the programme and the qualification gained by successfully completing the programme.
- **Curriculum:** the resources, materials, teaching sessions and assessments that are delivered to registrars to meet the programme requirements.
- **GPEP BoS:** the GPEP Board of Studies
- **The Division BoS:** the Division of Rural Hospital Medicine Board of Studies
- **Academic Tāhuhu:** the Academic Board

Other definitions are available in the College's *Academic Regulatory Framework for Quality Assurance*.

5. Policy principles

5.1 Programme design and development

5.1.1 Programme standards

The programme will be developed to deliver graduates who meet the specialist definition(s) and vocational registration standards for the MCNZ.

For general practice and rural hospital medicine these are:

General practice is defined by the MCNZ as:

“An academic and scientific discipline with its own educational content, research, evidence base and clinical activity, and a clinical speciality orientated to primary care. It is personal, family, and community-orientated comprehensive primary care that includes diagnosis, continues over time, and is anticipatory as well as responsive”.

Rural hospital medicine is defined by the MCNZ as:

“Determined by its social context, the rural environment, the demands of which include professional and geographic isolation, limited resources, and special cultural and sociological factors. It is invariably practised at a distance from comprehensive specialist medical and surgical services and investigations. A broad generalist set of

skills, knowledge and attitudes are needed to deliver optimum patient outcomes in rural hospitals. Unlike rural general practice, rural hospital medicine is orientated to secondary care, is responsive rather than anticipatory and does not continue over time”.

- 5.1.2 Programme development will ensure that the current and future needs of vocational specialists are met and that graduates of the programme are culturally safe.
- 5.1.3 Programmes will be developed by people with the relevant and up-to-date knowledge of the specialist vocational practice and be supported by people with expertise in educational design.
- 5.1.4 Development of the programme will be informed by an expert advisory group convened for this purpose.

5.2 Curriculum design and maintenance

- 5.2.1 Programme curricula will be developed to meet the programme requirements and to meet the needs of:
 - educators/teachers/facilitators who use it as their main resource to facilitate registrars' learning
 - GPEP/RHM registrars who use it as a guide to understand, achieve and demonstrate the competencies required for specialist practice
 - assessors and examiners who use it to develop valid and reliable assessments of the required competencies
 - Fellows who use it to determine the continuing professional development activities they need to engage in to ensure their knowledge, skills, values and attributes remain current.
- 5.2.2 Programme curricula will embed kaupapa, tikanga and mātauranga appropriate to the bicultural nature of New Zealand and its multicultural diversity. As such, it aims to support registrars and Fellows to work with patients, family/whānau, general practice/medical teams and other health care providers to improve health equities.
- 5.2.3 Programme curricula will be regularly reviewed and maintained to ensure it is fit for purpose, future focused and equips registrars/Fellows to improve the health of patients and their families/whānau and to meet health challenges in their practices/communities.

5.3 Programme approval and accreditation

- 5.3.1 Each programme will be reviewed by the relevant education committee of the College and recommended for approval to the relevant Board/Council. For GPEP and Te Whanake, CPD, this will be the GPEP BoS and Academic Tāhuhu, and for RHM this will be the Division BoS and the Academic Tāhuhu.
- 5.3.2 Following College approval, the MCNZ will be advised of minor changes through the annual reporting process.
- 5.3.3 For significant changes the relevant curriculum will be submitted to the MCNZ for their approval and accreditation.
- 5.3.4 In approving and accrediting the programme, the MCNZ will apply their standards and procedures.

5.4 Programme review and maintenance

5.4.1 Courses within the programme will be reviewed on a five-yearly cycle, taking into account the ten (10) MCNZ accreditation standards:

1. The context of training and education (governance, programme management, reconsideration, review and appeals process, educational expertise and exchange, educational resources, interaction with the health sector and continuous renewal)
2. The outcomes of vocational medical training (educational purpose, programme outcomes, graduate outcomes)
3. The vocational medical training and education framework (curriculum framework, the content of the curriculum, continuum of training, education and practice and structure of the curriculum)
4. Teaching and learning (teaching and learning approach, teaching and learning methods)
5. Assessment of learning (assessment approach, assessment methods, performance feedback and assessment quality)
6. Monitoring and evaluation (feedback, reporting and action)
7. Trainees (admission policy and selection, trainee participation in training provider governance, communication with trainees, trainee wellbeing, resolution of training problems and disputes)
8. Implementing the programme: delivery of education and accreditation of training sites (supervisory and educational roles and training sites and posts)
9. Recertification programmes, further training and remediation (further training of individual vocationally registered doctors)
10. Assessment of international medical graduates for the purpose of vocational registration (assessment framework and assessment methods).

5.4.2 The annual review supports the content for the annual report. The College will use an evidence-based evaluative approach using a range of evidence that includes but is not limited to:

- > application and admission data
- > reports on registrar progress
- > exam results
- > Fellowship assessment results
- > moderation reports
- > feedback from registrars and Fellows
- > feedback from Medical Educators, Examiners and Assessors
- > feedback from the wider profession and other stakeholders
- > feedback from committees (GPEP BoS, the Division BoS, the Academic Tāhuhu).

5.4.3 The annual report on the programme will be reviewed by the relevant education committee of the College prior to being forwarded to the MCNZ.

6. Related policies, documents and legislation

- > Academic Regulatory Framework for Quality Assurance (CO-A-001-00)
- > GPEP programme and curriculum documents
- > Programme and curriculum documents of the RHM Training Programme
- > Gazetted notice defining the specialist vocational scope of practice for general practice
- > Gazetted notice defining the specialist vocational scope of practice for rural hospital medicine
- > MCNZ Accreditation standards for New Zealand training providers of vocational medical training and recertification programmes

7. Administrative procedures

7.1 Promulgation of published policy

This policy will be available via the College website.