



1. TITLE: GPEP TRAINING SUPPORT POLICY

1.1 Policy reference: CO-A-002-04

2.1 Category: Academic – Education

3.1 Approval date: February 2026

4.1 Approved by: Chief Executive

5.1 Effective date: February 2026

6.1 Review/revision date: December 2027

7.1 Unit responsible: Learning team

2. Policy declaration

2.1 Purpose

This policy outlines the obligations and expectations of The Royal New Zealand College of General Practitioners (the College) and registrars who are enrolled and active in the General Practice Education Programme (GPEP or the programme) in relation to programme support services.

3. Background

3.1 Objective

This policy ensures that all registrars are provided with, and have access to, an appropriate level of information, resources, and support from the College to assist them to achieve their full potential while participating in the training programme and attaining Fellowship.

The policy also defines the principles of support applicable to each stage and year of the training programme.

3.2 In scope

This policy applies to all enrolled and active GPEP registrars.

3.3 Out of Scope

The following are not covered by this policy:

- a. Situations in which a registrar exhibits notifiable conduct. In such circumstances, the matter must be referred to the Medical Council of New Zealand (MCNZ).
- b. Registrars enrolled in the Rural Hospital Medicine Training Programme.
- c. Registrars enrolled in the Prior Specialist Training Programme.

- d. Fellows of the College.
- e. Registrars who are 'on hold' from the programme, except where the hold relates to readmission to the programme.
- f. Pastoral support delivery for registrars employed directly by the College.

4. Definitions

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

5. General policy

5.1 All registrars can expect support in the following areas:

- a. Initial orientation onto the programme.
- b. Development of an individualised learning plan/professional development plan, where appropriate.
- c. Completion of required programme components and assessments.
- d. Providing feedback to the College.
- e. Timely notification of changes to College policies and regulations that affect registrars on the programme.

5.2 In addition to the above, GPEP Year 1 registrars can expect support through:

- a. High-quality teaching in an accredited teaching practice, including constructive feedback from in-practice teachers.
- b. High-quality teaching and learning delivered through the College seminar programme.
- c. Access to pastoral care through the medical educator network and College-based Registrar Support.

5.3 The College will make every reasonable effort to provide additional support to GPEP Year 1 registrars to address training-related issues, which may include:

- a. Supervision or teaching concerns.
- b. Gaps in clinical knowledge, skills, and/or professionalism affecting performance.
- c. Adjustment to the New Zealand medical system.
- d. Examination performance.

The College will facilitate access to appropriate advice and support for:

- e. Personal stressors.
- f. Physical and mental health issues.
- g. Workplace related issues.

6. Policy principles

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

- a. Is tailored to individual needs, proactive, and solution-focused, with registrars actively participating in the process.
- b. Supports registrar progression towards meeting training programme requirements.

- c. Prioritises registrar and patient safety.
- d. Emphasises early intervention wherever possible.
- e. Is fair, transparent, culturally safe, and accessible to all parties involved.
- f. May continue over time and, where necessary, across different training sites, teachers/kaiako, learning groups, and programme components.

College staff may facilitate the transfer of relevant educational information, with due regard to reasonable expectations of confidentiality (refer to the Privacy Policy).

6.2 In addition, the College will provide:

- a. Appropriate mechanisms for registrars to provide feedback to the College.
- b. Access to all relevant policies and regulations.

Year 1 Registrars:

6.3 Year 1 registrars are responsible for:

- a. Actively participating in College orientation processes, the learning management system, and programme requirements.
- b. Developing and maintaining an individualised learning and/or professional development plan.
- c. Actively seeking and receiving feedback on performance and training progress from Teachers/Kaiako, Medical Educators/Kaiako Matua, and peers.
- d. Raising concerns with their Education Coordinator, Support Advisor (GPEP 1), Medical Educator/Kaiako Matua, and/or Pou Whirinaki when issues arise that may affect progression.
- e. Attempting to resolve training-related difficulties collaboratively with their Teacher/Kaiako and/or Medical Educator/Kaiako Matua.
- f. Notifying the College or practice employer of workplace issues and referring to relevant workplace policies. Employment-related matters remain the responsibility of the employer.
- g. Notifying the College of unresolved training or supervision concerns.
- h. Actively engaging in any support processes implemented, including learning support agreements or plans.
- i. Seeking professional advice when required.

Years 2 and 3 Registrars:

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

- a. Monitoring registrar progress.
- b. Observing registrars in clinical practice.
- c. Reviewing completed formative activities.
- d. Providing additional support where required.
- e. Delivering formative learning activities (for example, in-practice visits and learning groups).

Mentors:

- 6.5 All registrars in Years 2 and 3 must maintain a mentoring relationship with an appropriate general practice Fellow.

The Mentor is responsible for guiding and supporting the registrar to maintain safe clinical practice, including:

- a. Being available for face-to-face meetings.
- b. Maintaining adequate records of mentoring interactions.
- c. Ensuring the registrar is not professionally isolated.
- d. Supporting the development of appropriate professional development activities.
- e. Providing materials for assessment where required (for example, case notes or videos).

Note: Where concerns arise regarding the mentoring relationship, either the Mentor or registrar should contact the College.

Registrars enrolled in the Prior Specialist Training Pathway to Fellowship:

- 6.6 **International Admissions Advisor** is responsible for providing advice and managing the enrolment process for overseas general practitioners who have completed an MCNZ-recognised training programme.

- 6.7 **Education Coordinators** provide administrative guidance to registrars on this pathway, including:

- a. Ensuring awareness of, and compliance with, all specified programme requirements relevant to their qualification group.
- b. Tracking registrar progress and maintaining accurate and up-to-date records.

7. Related policies, documents and legislation

- a. Academic Regulatory Framework for Quality Assurance (CO-A-001-00)
- b. Privacy Policy
- c. Fellowship Pathway Regulations
- d. Fellowship Assessment Standards
- e. Academic Quality Assurance Committee
- f. GP Registrar Concerns and Complaints Policy (CO-A-002-05)
- g. GP Registrar Concerns and Complaints Procedures (CO-A-002-05A)
- h. Approval of GPEP Teaching Practices and Teachers (CO-A-001-02)

8. Administrative procedures

8.1 Promulgation of published policy

This policy will be available via the College website.