



The Royal New Zealand
College of General Practitioners
Te Whare Tohu Rata o Aotearoa

GENERAL PRACTICE EDUCATION PROGRAMME

Hosting a GPEP year 1 registrar

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Hosting a GPEP year 1 registrar

Practices that host registrars play a vital role in developing a strong, sustainable and learning-focused workforce.

There is a range of key requirements and expectations of practices that are critical factors for the success of the registrar, their placement, and the General Practice Education Programme (GPEP).

Learning and supervision

The Royal New Zealand College of General Practitioners (the College) is committed to registrar training and learning. Practice placement (or 'attachment' as we sometimes call it) for GPEP year 1 can only occur with accredited practices that share this priority.

The Medical Council of New Zealand (MCNZ) require first-year registrars to always be supervised on site when they are practising. Accredited in-practice teachers are required to fulfil this role.

Practice and teacher accreditation

Practices and teachers must hold separate accreditation simultaneously in order to be ready to be contracted to host a GPEP year 1 registrar.

Contract with the College

The College holds a contract for teaching with the accredited practice hosting the registrar. Monthly payments are made by the College to the practice for the agreed services. Practices are expected to recompense teacher(s) for their time. The contract formally sets out the requirements, the period covered, and records the registrar(s), accredited teacher(s) and respective contact persons.

Teaching and supervision

GPEP year 1 registrars are to have active and present teaching and supervision onsite with them when they are practising.

Teaching can take many forms – direct observation, video review, role playing, curriculum lessons, demonstrations, corridor conversations, mentoring, progress reviews and so on. Four hours of teaching per week should be coordinated by the accredited teacher. At least 90 minutes of this should be delivered 1:1 by their accredited teacher. Teaching should take place during working hours.

Supervision provides a registrar with support while they are working. Generally, this will come from the accredited teacher, but at times they are not available it may be delegated to another Fellow of the College or vocationally registered general practitioner. GPEP year 1 registrars should know who to turn to for assistance, advice or reassurance at all times.

Teachers set aside 90 minutes for 1:1 teaching each week

Accredited teaching practices

A practice must be Foundation Standard certified to demonstrate the minimum expectation for practice preparedness and safety. They must have current Cornerstone accreditation (or show that they are enrolled and actively working towards it) to demonstrate a commitment to equity, quality improvement and learning overall in the practice.

Regardless of whether your registrar is employed by the College or by the practice, a teaching practice is contractually required to provide teaching, supervision and a supportive clinical environment.

Provide adequate teaching and supervision

- › Allocate an accredited teacher to each registrar. The teacher must coordinate the equivalent of four hours of teaching time each week. At least one and a half hours per week is allocated for individual protected teaching time.
- › Have a teacher (or another Fellow or vocationally registered general practitioner) present at all times to supervise the registrar when they are onsite.

Provide a supportive practicing environment

- › Ensure registrars are given adequate time, particularly at the beginning of Attachment 1, to practise safely and enable learning to take place within the consultation. Registrars should start with five patients per half day, in 30-minute appointments. No sooner than week 4 of the attachment, begin gradually building up to shorter appointments by the end of the attachment, ensuring no more than 11 patients are seen in any single session.
- › Ensure the registrar has adequate time and resources during their working day to attend to any patient-related paperwork or administration.

Expectations of good practice for teaching practices

Registrars have the best outcomes when their practice actively promotes and encourages a learning environment. This involves some, or all, of the following:

- › A clear orientation and induction process (including for health and safety) that makes sure the registrar feels welcome and part of the team.
- › Teaching time is clearly and proactively set aside during normal working hours every week on practice schedules.
- › A broad variety of booked general practice appointments are available each week.
- › Measured and reasonable progression in workload in consultation with the registrar.
- › Good contact with the College is maintained, including interacting with College systems to ensure recording, updating and reporting of registrar details and progress are captured appropriately.
- › Positive responses to learning needs when they arise during the attachment.

Registrars start training with 30-minute appointments

Accredited in-practice teachers

Suitable teachers will demonstrate a patient-centred approach, strong understanding of equity and cultural safety, commitment to professional development, mentoring and supervision skills and the ability to provide a positive learning environment.

To be accredited as an in-practice teacher a College Fellow must have successfully completed both of:

1. A teacher accreditation visit (TAV) with a College medical educator
2. Four hours of learning through the College's online teacher workshops.

Prospective teachers returning to the role may be required to undertake either or both of these if they have not had a registrar within the previous three years and/or if they have changed practices.

Requirements of in-practice teachers

Regardless of whether your registrar is employed by the College or by the practice, in-practice teachers are required to:

- › ensure the practice meets the requirements for teaching time and supervision
- › delegate supervision (and/or teaching) of the registrar to another teacher, Fellow or vocationally registered general practitioner when they are not available on site
- › deliver at least 90 minutes of dedicated 1:1 teaching time or ensure it is delivered
- › facilitate all the remaining teaching time
- › report on registrar learning progress twice per year.

Expectations of good practice for in-practice teachers

Registrars have the best outcomes when their in-practice teacher actively promotes and encourages a learning environment. This involves some or all of the following:

- › Regular observation of the registrar during consults and vice versa
- › Regular checking in, including 'corridor conversations'
- › Coordinating a variety of teaching and learning activities by drawing on the experience and expertise of others in the practice
- › Giving regular learning-focused feedback, including strengths, gaps and priority learning activities
- › Maintaining good contact with the regional medical educator team and the College
- › Attendance at regional teacher meetings
- › Engaging with and adapting the registrar's individual learning plan to meet their needs
- › Identifying learning opportunities within the practice to provide a range of learning experiences relevant to the registrar's needs.

Teachers ensure that registrars' learning needs are met

Supporting the registrar to meet the training requirements

Seminars

Practices will be required to release their registrar for a full day of seminar training each week during GPEP year 1. Generally, this will be the same day each week, with the Hauora Māori Noho Marae and examinations being possible exceptions. College-employed registrars are paid their normal salary for this day. Practices hosting practice-employed registrars should consider paying their registrars for this day, but it is not an expectation of the College.

This training day should be kept by the registrar for learning and programme purposes for the full year. Any time that seminars are not on, they should consider completing other learning activities, such as additional training courses or community visits.

Community visits

Registrars are required to complete 10 community visits per year. A minimum of five per attachment should be undertaken. Practices should support registrars with community visits by connecting them with appropriate local providers. Teachers should support by suggesting appropriate visits according to the individual registrars identified learning needs.

After hours/acute care

Practices should have a process to enable registrars to meet the GPEP year 1 requirement for after hours/acute care sessions. There must be a minimum of five sessions per attachment. The following expectations apply:

- › They can be conducted at any time, but each session must be of four to five hours' duration. The focus must be on acute care rather than scheduled patients. Counting individual patients and occasional walk-ins who present with acute problems doesn't meet this criterion.
- › If the practice doesn't have a suitable option for the registrar to do these sessions at their attachment clinic, then they will need to obtain the experience elsewhere. A plan should be documented and agreed with their teacher at the beginning of the attachment. On-site, available supervision by the teacher or a Fellow of an appropriate College is always required.
- › If the practice and/or registrar are wanting to seek approval for an arrangement that doesn't meet the criteria, then this needs to be discussed with the Lead Medical Educator and an alternative arrangement needs to be submitted to the College in writing for consideration.

Registrars
complete 10
community
visits per year

Patient administration

Practices should support registrars by ensuring they have the time and resources required to complete paperwork and administrative tasks pertaining to their patients and consultations. Best practice is to proactively set aside regular time during the working day for this purpose. The College's recommendation is for 45 minutes of paid administration time to be allocated per four-hour session.

While the College recognises that for some practice-employed registrars it will be useful for them to continue to have a small number of registered patients, the College has no expectations for a GPEP year 1 registrar to have their own registered patient workload. It is expected that registrars should manage the inbox and paperwork only for patients they have seen, to support their focus on learning.

Creating a teaching and supervision plan with your registrar

Your registrar is to have 90 minutes per week of dedicated individual 1:1 teaching. A total of four hours teaching time should be set aside for a full-time registrar.

You may wish to use the form on the next page to formulate a teaching and supervision plan for your registrar.

Registrars must always be supervised while they are consulting. Ideally this would be by their accredited teacher for most (i.e. at least half) of the time the registrar is working in the practice. At other times the supervision may be delegated to an alternative teacher, Fellow of the College or vocationally registered GP. Registrars should always know who to turn to for supervisory and collegial support during their working day.

Registrars
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Teaching and supervision plan – GPEP year 1

Practice name:

Registrar name:

Accredited teacher name:

Support teacher (if available):

Other Fellows or vocationally registered doctors in the practice available for onsite supervision:

STEP 1: Block out the weekly seminar day (in many regions this is Wednesday).

STEP 2: Block out any sessions the registrar is not at the practice, e.g. if they are part-time.

STEP 3: Record who will supervise the registrar during each remaining session.

STEP 4: Indicate which sessions will contain 1:1 or other teaching (T).

	Morning supervisor	1:1	T	Afternoon supervisor	1:1	T
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Supervision by one Fellow

In situations where the practice only has one Fellow, supervision must be provided by that Fellow. The practice must have a plan to manage supervision of the registrar should the Fellow be unavailable. It may mean the practice will have to close for consultations during those times.

Please describe the practice plan to manage any situations where the teacher is unavailable: