



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

# **Academic Regulatory Framework for Quality Assurance of the RNZCGP training and education programmes**

Encompassing the College's Academic Statute,  
Academic Regulations, Quality Management System  
and Registrar Charter



## Contents

<b>ROYAL NEW ZEALAND COLLEGE OF GENERAL PRACTITIONERS ACADEMIC REGULATORY FRAMEWORK FOR QUALITY ASSURANCE OF THE RNZCGP TRAINING AND EDUCATION PROGRAMMES .....</b>	<b>4</b>
<b>STRUCTURE OF THE ACADEMIC REGULATORY FRAMEWORK .....</b>	<b>1</b>
<b>THE COLLEGE .....</b>	<b>2</b>
<b>INTRODUCTION .....</b>	<b>3</b>
<b>PURPOSE AND SCOPE.....</b>	<b>3</b>
<b>PART 1 – ACADEMIC STATUTE .....</b>	<b>4</b>
1.0 Governance and Management	4
<b>PART 2- GPEP QUALITY MANAGEMENT SYSTEM (QMS).....</b>	<b>5</b>
2.0 Requirements of Policies	6
<b>PART 3 – ACADEMIC REGULATIONS .....</b>	<b>6</b>
3.1 Programme Regulations	6
3.2 Fellowship Awards	7
3.2.1 Qualifications	7
3.2.2 Academic Dress	8
3.2.3 Graduation Ceremony	8
3.3 General Academic Regulations	8
3.3.1 Admission and Enrolment	8
3.3.2 Recognition of prior learning	9
3.3.3 Declining or cancelling enrolment	9
3.3.4 Changes to enrolment in a programme	10
3.3.5 Withdrawal from a programme	10
3.4 Academic Requirements	11
3.4.1 Breaks in training	11
3.4.2 Unsatisfactory Progress (GPEP only)	11
3.4.3 Unsatisfactory Progress (RHMTTP only)	12
3.5 Summative Assessment	12
3.6 Conduct	13



3.7	Reconsideration, Review and Appeal	15
<b>PART 4 – REGISTRAR CHARTER .....</b>		<b>15</b>
4.1	Expectations of Registrars	15
4.2	Rights of Registrars	16
4.3	Conduct in Examinations	16
<b>PART 5 – GLOSSARY OF TERMS .....</b>		<b>17</b>



## **Royal New Zealand College of General Practitioners Academic Regulatory Framework for Quality Assurance of the RNZCGP training and education programmes**

### Document Details

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\*The approved version may be accessed on the College intranet and website

## Structure of the Academic Regulatory Framework

The Regulatory Framework is set out in five parts:

- **Part 1**, the *Academic Statute*, establishes the Academic Governance Structures of the College.
- **Part 2** sets out the specification for the *Quality Management System (QMS)* which comprises academic policies for the maintenance of academic integrity of the College, compliance with other relevant legislation, and with Medical Council of New Zealand (MCNZ) requirements.
- **Part 3** sets out the *Academic Regulations* - covering programme regulations, academic entry, admission and enrolment, academic requirements, academic progression, withdrawal, assessment, academic misconduct, concerns and complaints
- **Part 4** sets out the *Registrar Charter* covering expected registrar behaviours and discipline and academic appeals procedures, rights of registrars, and examination conduct.
- **Part 5** sets out the *Glossary of Terms* - used throughout the document and the associated Fellowship Pathway Regulations, academic policies and procedures:



## The College

The Royal New Zealand College of General Practitioners (the College) includes the Division of Rural Hospital Medicine (the Division) and is the membership organisation accredited by the Medical Council of New Zealand (MCNZ) to deliver education for the specialist vocational scopes of practice for general practitioners (GPs) and rural hospital medicine doctors (RHM). The College strives to ensure a high standard of care in general practices across New Zealand by setting the standard for quality for medical practices (Cornerstone®).

The College develops education, training and experiential learning programmes and resources, maintains education and quality standards and supports members to provide competent, equitable care to their patients to improve health outcomes and reduce health inequities.

## 2025-2030 Strategic Plan

In 2025, the College refined its strategy, creating a strategic intent that provides clear direction for the purpose and role of the College. The three strategic priorities of the College's work are:

- Rautaki Māori
  - Honouring Te Tiriti o Waitangi
  - Advancing hauora Māori
  - Māori leadership and partnership
- Delivery
  - Advocacy and influence
  - Education and training
  - Belonging and community
  - Sustainable operations and governance
- Equity
  - Tangata whenua
  - Pacific Peoples
  - Rural Communities
  - Culturally safe and responsive workforce

What we do defines the role of the College:

We educate and connect our members and advocate for them and their communities. Why we do it defines our purpose:

To improve health outcomes and achieve health equity in general practice and rural hospital medicine. The College Board, management and staff aspire to apply the following core values to their work:

- Kaitiakitanga –Stewardship
- Whanaungatanga – Collaboration
- Mana taurite - Equity
- Auahatanga – Innovation



## Introduction

This Academic Regulatory Framework sets out the rules, regulations and policies by which the College assures its compliance with MCNZ requirements.

Operational procedures and guidelines are developed from the Academic Regulatory Framework and made available through the College's Quality Management System (QMS).

## Purpose and Scope

The purpose of this Academic Regulatory Framework is to formally establish the regulations, principles and systems by which the academic governance, management, quality assurance, and operations processes of the College operate.

- a. The Academic Regulatory Framework applies to the General Practice Education Programme (GPEP), Rural Hospital Medicine Programme (RHM), Te Whanake Continuing Professional Development programme (CPD) programme and related academic practices administered by the College.
- b. The Academic Regulatory Framework should be read in conjunction with the College Rules, Programme Regulations, policies, procedures and guidelines. Should there be a conflict between the Academic Regulatory Framework and any other policy, procedure or guideline, the Academic Regulatory Framework will prevail unless it is stated otherwise.
- c. Any amendments to the Academic Regulatory Framework must be approved by the Chief Executive.
- d. Any such amendments that affect registrars and/or the delivery of academic activities shall either be incorporated in published information about programmes or be notified in writing to all registrars affected by the variation. The latest approved electronic version of this Academic Regulatory Framework shall be the authoritative version and will be available on the College intranet and public website.
- e. Amendments to this Academic Regulatory Framework impacting staff shall be notified on the College's intranet.
- f. Programme regulations or regulations set by the MCNZ that impact on a programme will have authority over regulations set out in this Statute.



## PART 1 – ACADEMIC STATUTE

Statute underpins the Academic Policies and Procedures of the College.

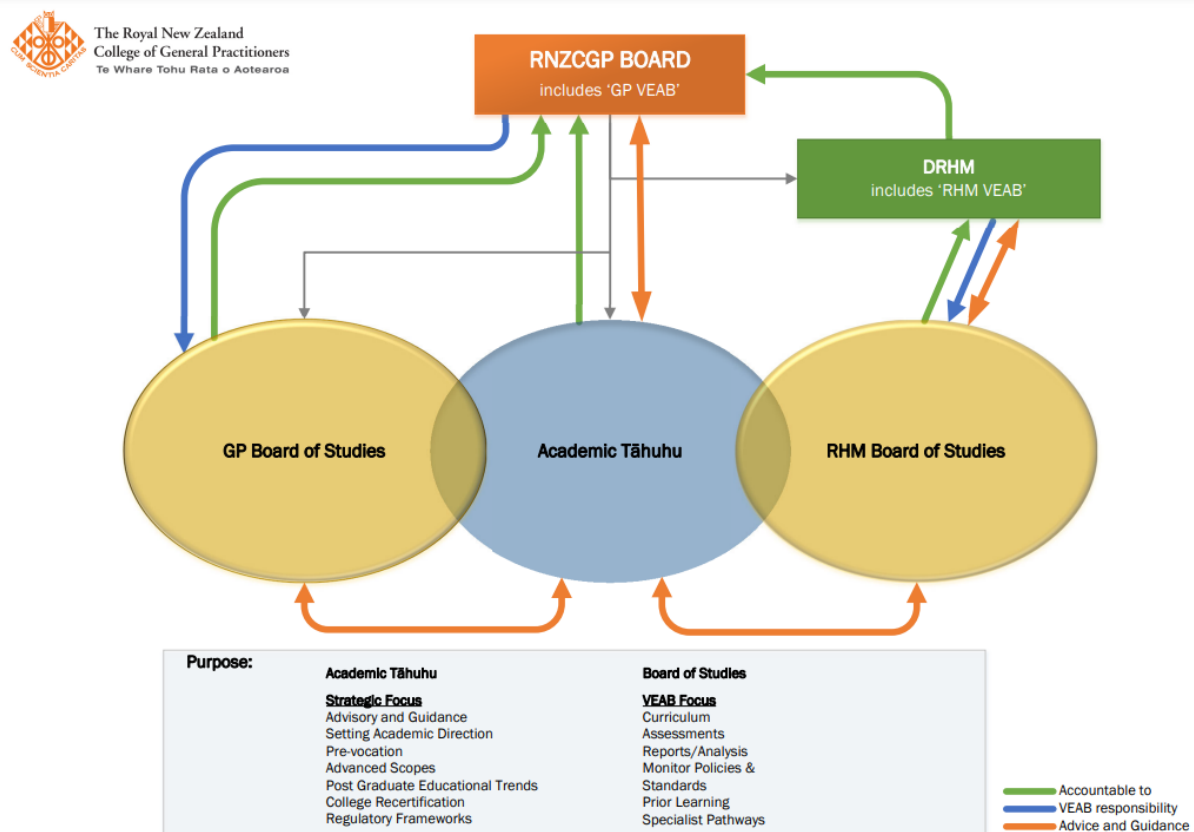
### 1.0 Governance and Management

The College is governed by The Royal New Zealand College of General Practitioners Board ('the Board').

The Board sets the strategic direction for the College in line with its vision and purpose. The Board appoints the Chief Executive and delegates decision-making powers in relation to all operational matters to the Chief Executive.

The Board consists of an elected president, plus three elected members, an appointee from Te Akoranga a Maui, and up to two independent directors appointed by the board. The board also comprises ex officio members being the Chair of the National Advisory Council (NAC), the Chair of the Division of Rural Hospital Medicine, and a Board Apprentice.

The Board is supported in achieving its role through the support of a number of Committees, Divisions Chapters and Faculties.



Approved by the RNZCGP Board 6 April 2022





**National Advisory Council (NAC)** – is made up of a representative appointed from each Faculty, Chapter and Te Akoranga a Maui, and the Chief Executive. The NAC is a liaison body to provide advice, guidance and general direction on matters of importance to College members. It holds no decision-making delegations. Its' mandate and membership are set out in the College Rules.

**Te Akoranga a Māui** – is the Māori representative group responsible for providing advice on matters of concern to Māori members and how the College can better serve the health needs of Māori patients. It holds no decision-making delegations. Its' mandate and membership are set out in the College Rules.

**Board of Studies (GPEP) & (RHM)** The Terms of Reference to the Boards of Studies (BoS) are set out in **GPEP BoS** and **RHMTP BoS**

GPEP established a BoS using the framework for the BoS that was previously established for (RHMTP). While both BoSs have a relationship with Academic Tāhuhu (AT), the RHMTP BoS also has a reporting line to the Division of Rural Hospital Medicine Council.

**The Division of Rural Hospital Medicine (the Division)** – is a Chapter of the College charged with the oversight and delivery of the Rural Hospital Medicine Training Programme. The Division is a semi-autonomous body within the College and operates on two levels, the Council and the Board of Studies. Fellows who work within the Rural Hospital environs are members of the College as well as the Division.

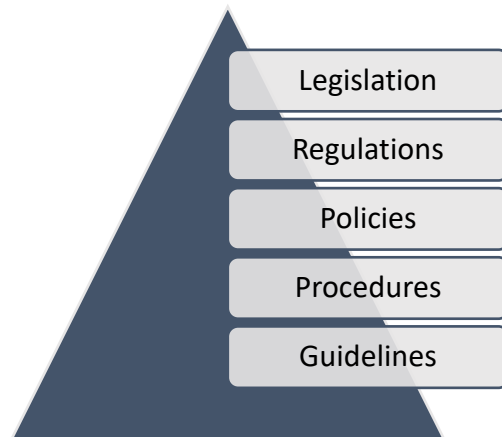
**The RHM Board of Studies (BoS)** is delegated by the Division Council to provide expert advice on the Rural Hospital Medicine training programme governance. The aims and responsibilities of the BoS is to recommend approval to the Division Council on setting national standards, maintaining high quality delivery and assessment, accreditation of hospitals as training sites and advice on the Fellowship Pathway Regulations and academic policies for the Division.

## **PART 2- GPEP Quality Management System (QMS)**

The College's GPEP QMS is a documented system of Rules, Regulations, policies and procedures designed to provide confidence to the College's Board, and to MCNZ that the education programmes and related academic services/practices are legislatively compliant, academically sound, and delivered consistently and effectively.

The GPEP QMS provides a framework for quality assurance and a written record of established quality processes. This promotes greater consistency of academic practices and responds to and meets obligations to College members and key stakeholders.

The Board approves all governance policies and delegates to the Chief Executive approval of operational and academic policies and procedures. Management is responsible for putting in place structures and systems to ensure academic policies and procedures are implemented effectively, including having processes for evaluating their effectiveness.



## 2.0 Requirements of Policies

Policies and procedures set out in the GPEP QMS are:

- developed through meaningful consultation with Fellows, relevant staff and other stakeholders as appropriate
- current and designed to ensure that opportunities for continuous quality improvement are translated into actions
- reviewed regularly to ensure continued effectiveness
- written in plain English
- establish ownership and accountability for implementation
- supported by comprehensive procedures
- reflect the College's underpinning core values:
  - i. Kaitiakitanga – Stewardship
  - ii. Whanaungatanga – Collaboration
  - iii. Mana taurite- Equity
  - iv. Auahatanga - Innovation
- align with the College's commitment to cultural responsiveness, health equity, and the College's Statement of Strategic Plan
- commit to Te Tiriti o Waitangi principles of participation, protection and partnership

## PART 3 – Academic Regulations

### Scope

The Academic Regulations apply to all registrars enrolled on the College GPEP, the RHM, and CPD programmes, unless otherwise stated.

### 3.1 Programme Regulations

- a. Fellowship Pathway Regulations (Regulations) will be approved for each academic programme and will set out the requirements that must be met by all registrars seeking to gain Fellowship of the College/Division.



- b. Regulations relevant to their Fellowship pathway must be made available and accessible to registrars at the start of their programme or earlier.
- c. Registrars are bound by the College's policies and Regulations while they are actively engaged in their programme.
- d. The Fellowship Pathway Regulations that are in place at the time of first commencing the relevant Fellowship Pathway programme will apply for the duration the registrar remains actively engaged in the programme. It is the registrar's responsibility to keep a copy of the Fellowship Pathway Regulations relevant to them.
- e. If a registrar has an approved break in their programme of more than one year, they will be readmitted on the Fellowship Pathway Regulations that apply when they recommence their programme.
- f. Registrars are responsible for making themselves aware of all the Regulations relating to their programme.
- g. The following Programme Regulations will be updated annually:
  - General Practitioner Fellowship Pathway Regulations
  - Rural Hospital Medicine Fellowship Pathway Regulations

## 3.2 Fellowship Awards

### 3.2.1 Qualifications

- a. The College has three qualifications it can award to eligible candidates:
  - Fellowship of the Royal New Zealand College of General Practitioners (FRNZCGP)
  - Fellowship of the Division of Rural Hospital Medicine (FDRHM)
  - Dual Fellowship of both the Royal New Zealand College of General Practitioners and the Division of Rural Hospital Medicine
- b. To be awarded FRNZCGP, registrars must:
  - Complete all GPEP clinical experience requirements
  - Complete GPEP formative activities
  - Pass GPEP summative assessment activities
  - Meet the Fellowship Assessment Standards
  - Hold a current College-approved certificate of competence in resuscitation appropriate to their training programme
  - Hold a current Certificate of Professional Status (COPS) from the MCNZ that demonstrates they meet the College professional good standing requirements
  - Hold a current membership of the College and be in good financial standing
- c. To be awarded FDRHM, registrars must:
  - Complete all RHM clinical experience requirements
  - Complete RHM formative activities
  - Pass RHM summative assessment activities
  - Meet the Fellowship Assessment Standards



- Hold a current College-endorsed certificate of competence in resuscitation appropriate to their training programme and a current certificate in Advanced Paediatric Life Support (APLS) and Emergency Management in Surgical Trauma (EMST)
  - Hold a current Certificate of Professional Status (COPS) from the MCNZ that meets the College professional good standing requirements
  - Hold a current membership of the College and be in good financial standing
- d. To be awarded Dual Fellowship of the Royal New Zealand College of General Practitioners and the Division of Rural Hospital Medicines, registrars must:
- Meet requirements to be awarded FRNZCGP
  - Meet all requirements to be awarded FDRHMNZ

### 3.2.2 Academic Dress

The academic dress Fellows of the College are entitled to wear are:

- a. For Fellows awarded FRNZCGP – a Masters Gown with College sash.
- b. For Fellows awarded FDRHMNZ – a Masters Gown with a green sash.
- c. For Dual Fellows – a Masters Gown with College sash and additional green sash.

### 3.2.3 Graduation Ceremony

- a. Fellows successfully completing their Fellowship qualifications are entitled to attend the annual graduation ceremony. Academic dress will be worn on these occasions.
- b. Those fellows unable to attend the graduation ceremony may receive their awards in abstentia.

## 3.3 General Academic Regulations

The General Academic Regulations apply to all programmes delivered by the College. Where there is a conflict between these General Academic Regulations and the Programme Regulations, the Programme Regulations will apply.

### 3.3.1 Admission and Enrolment

- a. The Programme Regulations will set out the criteria and requirements applicants must meet to be considered for entry into the programme.
- b. Entry, selection and enrolment into programmes will be set out in College policies and procedures, which will be available to all applicants.
- c. An applicant must submit a completed application, provide sufficient and relevant evidence of meeting programme entry criteria, and pay the prescribed application fee.
- d. Entry to the programme is via a competitive selection process and is not guaranteed.
- e. All eligible applicants are appropriately screened and may be interviewed, and references are sought to determine their suitability and readiness for training.



**GPEP only:**

- f. Preference will be given to those applicants who meet the Health Workforce, Te Whatu Ora criteria for funding, and College priorities i.e. equity focus, rural, New Zealand citizens or permanent residents with no restriction.
- g. Eligible registrars will be selected in the following order of priority:
  - Māori and Pasifika ethnicity
  - Currently employed in a rural area or enrolled in the Division programme
  - Demonstrate a commitment to work in rural areas or high priority areas in at least one attachment i.e. regions with unfavourable GP to patient ratios
- h. Where the number of eligible applicants for GPEP exceeds the places available, the selection of registrars will be based on additional criteria reflecting the College's strategic objectives.
- i. The steps and processes for selection are specified in the College's Admission Policies.
- j. Once admission has been completed, registrars will be offered a place on the programme and have their placements for their first year of training confirmed. Placement processes will be dependent on the programme.
- k. Successful applicants may defer their start in the programme under conditions set out in the Programme Regulations and Admissions Policy. All such applications must be submitted to the College Registrar Team in writing.

**3.3.2 Recognition of prior learning**

- a. Applicants who have gained qualifications in a similar vocational field may apply to have that training counted towards the academic and/or clinical components of their training pathway.
- b. All such applications should be made in writing to the College and include sufficient evidence to support the case for recognition being made.
- c. College policies and procedures are set out in the Recognition of Prior Learning Policy.

**3.3.3 Declining or cancelling enrolment**

- a. The Chief Executive or delegate may refuse to permit, or may cancel, the enrolment of a doctor in a specified programme at the College or membership of the College, on the grounds that:
  - the person is not of good professional standing
  - the person has been guilty of misconduct or a breach of discipline or is being investigated by the MCNZ
  - the person has made insufficient progress and has not met the minimum requirements of their programme within the specified time frames



### 3.3.4 Changes to enrolment in a programme

- a. As a result of a change to their circumstances, a registrar may apply to make changes to their enrolment and training options, including:
  - placing their training on hold
  - deferring training
  - changing placement
  - changing training from either part time or full time
- b. Applications may be made at any time during the training year and are covered by any policy covering variances to training. All requests for changes to enrolment or training options must be made in writing, setting out the circumstances underlying the application to change. All applications would need to be approved by the College.
- c. Part-time training is defined in the Programme Regulations for the relevant programme
- d. Acceptable circumstances may include:
  - parental leave
  - Whanau or family leave
  - change of role i.e. change of practice or part time/full time
  - a leave application due to extenuating or unforeseen circumstances
  - a change to their New Zealand medical registration
  - a change to their personal circumstances

### 3.3.5 Withdrawal from a programme

- a. A registrar may withdraw from a training programme at any time during the programme by notifying the College in writing of their intention to withdraw. In such cases, the registrar must provide reasons for the withdrawal.
- b. A registrar who has enrolled in the programme and begun to participate in formative activities and clinical activities and then ceases participation but does not notify or respond to communications from the College, including one formal letter to confirm their enrolment status, may be withdrawn from the programme by the College.
- c. A registrar who has been deemed by the College to have made unsatisfactory academic progress as outlined under Section 3.4.2 or 3.4.3. 'Unsatisfactory academic progress' may be withdrawn from the programme.
- d. A registrar who withdraws from the programme may lose their membership status with the College and will need to join an alternative programme to gain their CPD credits.
- e. The College will notify the MCNZ of any registrar withdrawing from the programme.
- f. A registrar who has withdrawn from the programme and then decided to re-join may be required to re-apply for admission into the programme. There is no guarantee that any experience gained while not actively engaged in the programme will be counted towards programme clinical hours.



### 3.4 Academic Requirements

- a. All training requirements must be completed within the time limits for completing training as set out in the relevant Regulations and policy
- b. Extensions to the time allowed to complete any of the following may be awarded based on the registrar's individual circumstances:
  - clinical experience
  - formative activities
  - academic component
  - examinations
- c. Applications for extensions should be made in writing to the College's Registration Team.

#### 3.4.1 Breaks in training

- a. Registrars may be entitled to take a break in their training due to exceptional circumstances which include:
  - parental leave or interruption
  - a leave application due to extenuating or unforeseen circumstances
  - a change to their personal circumstances
- b. Breaks in training must be approved by the College and conform with requirements set out in Programme regulations.
- c. Any application to take a break in training must be provided in writing to the College.

#### 3.4.2 Unsatisfactory Progress (GPEP only)

- a. A registrar may be deemed to be making unsatisfactory progress in their GPEP programme if they have not:
  - completed Year 1 clinical and/or academic requirements after 2 years FTE of active engagement in the programme
  - sat at least one of their summative exams within 36 months of the start date of their training (including time on hold)
  - passed both of the summative exams within 3 years of first passing one of the first summative exams
  - completed the GPEP programme within the 5-year maximum period of time from the start of Year 2 (excluding time on hold)
- b. Any registrar who has been deemed by the College to have made unsatisfactory academic progress may be withdrawn from the programme.
- c. A registrar withdrawn for unsatisfactory progress may not be permitted to re-enrol without the prior permission of the Chief Executive (or delegate).



### 3.4.3 Unsatisfactory Progress (RHMTTP only)

- a. A registrar may be deemed to be making unsatisfactory progress in their RHMTTP programme if they have not:
  - reached the Advanced Trainee level after 3 years FTE of active engagement in the programme
  - kept the College informed of their training intentions while on hold for more than 1 year
  - completed at least 6 miniCEX/DOPS in the first 3 years FTE of active engagement in the programme
  - received grade B- or above in any of the academic papers
  - received grades of satisfactory or above in end of attachment assessments or miniCEX/DOPS
  - passed the StAMPS exam in two attempts
  - complied with any learning support agreement
  - completed the RHMTTP programme within the 8-year maximum period of time (excluding time on hold)
- b. Any registrar who has been identified as making unsatisfactory progress in RHMTTP will be contacted by the Clinical Lead to discuss and formulate a learning support plan and agreement. Failure to comply with the learning support plan can result in withdrawing the registrar from the programme.
- c. A registrar withdrawn for unsatisfactory progress may not be permitted to re-enrol without the prior permission of the Chief Executive (or delegate).

### 3.5 Summative Assessment

- a. Programme Regulations specify the general requirements for summative assessment; the type of summative assessments, and the number of attempts allowed.
- b. Information for examinations and other summative assessments will be made available in the programme information given to registrars at the beginning of their programme and will be updated as required.
- c. Registrars are expected to comply with all assessment requirements and conditions set by the College or the relevant organisations. Where the College has administered the assessment, the College's Written and Clinical Examinations Rules apply. These will be made available to registrars prior to the examinations.
- d. All summative assessments will be pre- and post-assessment moderated according to the moderation procedures set out in the Colleges policy.





### 3.5.1 Assessment in Te Reo Māori

- a. A registrar wishing to complete or present an assessment using te reo Māori must advise the College within 10 working days of beginning the programme.
- b. The College will ensure that all assessors involved in an assessment conducted in te reo Māori have the required skills and competencies to assess the candidate's ability to meet the requisite standards.

### 3.5.2 Special consideration in assessment

- a. A registrar may seek special consideration and/or special arrangements in order to undertake the summative examinations by applying for Special Consideration in Summative Assessment in accordance with the relevant policy set by the College.
- b. The specific circumstances may affect the registrars ability to attend or perform optimally in a written or clinical examination, or to complete or submit a work-based assessment requirement.

### 3.5.3 Challenging assessment decisions

- a. A registrar may apply for a recount/reconsideration of an examination result where they have reason to believe that:
  - there may have been an error in the calculation or collation of his or her marks
  - there may have been an irregularity in the examination, or
  - an examiner was prejudiced or biased against the candidate.
- b. The registrar seeking to challenge a result must submit an application to the College within 10 working days of receiving the final examination results.

## 3.6 Conduct

### 3.6.1 Professional Conduct

At all times while engaged in their training programme, registrars are expected to maintain the professional conduct expectations of the MCNZ. Any breaches of professional conduct exhibited while on the training programme may be reported to the MCNZ.

### 3.6.2 Academic Misconduct

- a. Academic misconduct is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. Academic misconduct includes any breach of any rules relating to summative assessment, including tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether in the course of an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.



- b. A registrar or Fellow is considered to have engaged in academic misconduct if they:
- collaborate, share, or otherwise allow their work to be copied, in full or in part, by another for purposes of cheating
  - copy, paraphrase or summarise another person's work or ideas from any source, including generative artificial intelligence, and represent it as their own work, without correctly acknowledging the original source (i.e. plagiarism)
  - copy from their own previously assessed work and present it as findings or discussion in a new piece of work/ assessment task
  - submit work that has been prepared for another purpose without permission or without self-referencing
  - falsify data, information or citations
  - wilfully act to prevent other registrars from completing their work
  - look at the work of another person or copy from another person during an examination
  - allow another person to look at their work or copy from them during an examination
  - contract a third party to undertake their examination or other assessment
  - assist others in academic misconduct:
    - impersonate another student in a test or examination
    - give answers to another registrar in an examination or any other assessment (whether in a current or previously offered paper) by any direct or indirect means
    - allow another student to copy answers in an examination or any other assessment
  - misrepresent or feign disability, temporary illness or injury or exceptional circumstances beyond one's control, and then claim special conditions and/or special consideration
  - falsify or fabricate the results of one's research or laboratory assignments; presenting as true or accurate material that one knows to be false or inaccurate
  - breach duty of confidentiality, privacy or the terms of any ethical approvals
  - use the intellectual property of others in an unauthorised manner, including copyright breach and the unauthorised sharing of the work of others
  - act in a way that is deemed to contravene the values and accepted practices associated with academic integrity
- c. The College will take any instance of academic misconduct seriously. Penalties will range from a warning to suspension from the programme. Any instance of academic misconduct will be recorded on a registrar's file.



### 3.7 Reconsideration, Review and Appeal

Any member adversely affected by a college decision is entitled to apply for reconsideration, review, and appeal to ensure that:

- a. the College followed proper procedures during the decision-making process.
- b. evidence presented and available to the College was properly considered in the decision-making process, and during any reconsideration, review and appeal of the decision.
- c. Applications are to be made in within the time frames outlined in the Reconsideration, Review and Appeals Policy along with the specified fees.

## PART 4 – Registrar Charter

The most current version will be available on the College’s website.

### Purpose

This Charter ensures that the rights and responsibilities of registrars of the College are clearly articulated and transparent. The expectations set out in the Charter specify the behaviours expected of registrars when they are undertaking activities associated with their training programme or interactions with College staff and other registrars. Any breach of the behaviours set out in the Charter will result in an investigation and, if a case is found, may trigger discipline and academic appeals procedures as set out in the Appeals Policy

### 4.1 Expectations of Registrars

A registrar enrolled in a programme delivered by the College or the Division is expected to:

- a. Respect the rights of other registrars and behave in a manner that does not interfere with the learning or wellbeing of other registrars and/or their ability to engage in group learning activities.
- b. Be respectful and considerate of all colleagues, patients, employers and co-workers they engage with and, at all times, act in a manner which does not jeopardize their safety or the safety of others.
- c. Show commitment to their studies particularly:
  - meeting the attendance and participation requirements of the programme
  - arriving for group/individual sessions on time and engaging in learning activities
  - meeting agreed deadlines
- d. Comply with all College rules, regulations and policies including those relating to:
  - Administration of the programme including all Programme Regulations
  - Preventing bullying, harassment and discrimination
  - Privacy of information
  - Health and Safety
  - Assessment
  - Academic Integrity
  - Copyright



- e. Not engage in any form of academic misconduct (refer Section 3.6.2).
- f. Resolve concerns through appropriate channels.
- g. Respect College/Division intellectual property and resources.

#### 4.2 Rights of Registrars

Registrars can expect that the College's staff and contractors will:

- a. Uphold their mana and show respect, including demonstrating:
  - sensitivity towards difference in ethnicity, culture, age, gender, background and individual levels of ability
  - support for registrars experiencing hardship, stress or difficulties
  - zero tolerance towards any form of harassment, discrimination, coercion, intimidation or violence
- b. Provide access to information through:
  - the College's website, Learning Zone/Te Ara platform, Facebook page and other social media
  - programme information, forms and guidance
  - personal records and official information pursuant to the Privacy Act 1993
  - provide study and progression advice and guidance
- c. Deliver competent and effective teaching, learning facilitation and mentoring.
- d. Provide fair, valid and reliable assessments related to the learning outcomes for the programme.
- e. Ensure return of assessment results and other constructive feedback in a timely manner.
- f. Deliver fair and honest decisions with regards to academic outcomes (i.e. assessment grades, and/or re-assessment opportunities).
- g. Provide access to educators at reasonable times to discuss issues relevant to their study.
- h. Maintain an effective model of feedback to ensure they have a say on matters that directly affect them including having input into teaching and programme evaluation.
- i. Ensure effective access to the relevant Concerns and Complaints policies of the College.

#### 4.3 Conduct in Examinations

During examinations or formal assessments, a registrar must:

- a. Comply with all directions given by the examination supervisor and all instructions set out on the examination materials or displayed in the examination room.
- b. Not disturb, distract or adversely affect any other candidate.
- c. Not communicate by word or otherwise with any other person except the examination supervisor or examiner.
- d. Not begin any writing (answers or notes) during reading time or until the supervisor announces that you may do so.
- e. Not continue writing after the examination supervisor has announced the expiration of time.



- f. Not bring into the examination room any electronic calculator, electronic device, Smart device or dictionary except by explicit direction of the examination supervisor.
- g. Not bring to an examination any written or printed matter except by direction of the examination supervisor.
- h. Not use equipment, such as cameras, smart devices, electronic dictionaries, calculators, cell phones or other electronic devices in a test or examination without permission.
- i. Not use e-mail, text, SMS or other electronic communication methods during a test or examination without permission.

## PART 5 – Glossary of Terms

Below are definitions of key terms used throughout the document, the associated Fellowship Pathway Regulations, and academic policies and procedures:

Term	Meaning
<b>Academic component</b>	An education component that complements and extends the learning content of a programme. Successful completion of the academic component counts towards the final summative results of a programme.
<b>Academic integrity</b>	Assurance of scholarly endeavour, reflecting an honest, fair, truthful, responsible and respectful approach with outcomes that peers and the wider community trust. Academic integrity is essential to a professional approach to teaching, assessment and research.
<b>Academic misconduct</b>	Seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means.
<b>Ad eundem gradum</b>	A Latin term meaning “of the same rank”.
<b>Approved teacher/kaiako</b>	A Fellow in good standing who is working within an approved teaching practice, who supervises and provides one-on-one teaching to registrars whilst they are on placement at the Practice.
<b>Approved teaching practice</b>	A general practice which meets a standard approved by the College for teaching.
<b>Attachment</b>	A training placement in an accredited teaching practice with an approved teacher for GPEP Year 1. It comprises two attachments of 26 weeks or 6 months.
<b>BoS</b>	Board of Studies.
<b>CE</b>	The Chief Executive of the College.



Term	Meaning
<b>Censor-in-Chief</b>	<p>The statutory position in the College responsible for:</p> <ul style="list-style-type: none"> <li>ensuring the rules for assessments, including examinations, are interpreted and applied fairly;</li> <li>determining if standards of prior learning and training are appropriate, including qualifications from other jurisdictions;</li> <li>considering Fellowship assessments.</li> </ul>
<b>Clinical Runs (RHM)</b>	<p>Clinical runs provide broad experience for registrars to practise safely and independently as a rural hospital doctor. They comprise compulsory and elective runs and take a minimum of four years to complete.</p>
<b>College</b>	<p>The Royal New Zealand College of General Practitioners</p>
<b>College-employed registrar</b>	<p>A registrar who qualifies for and is accepted into the Programme and who is employed by the College for GPEP Year 1. Programme training costs, salary and any costs associated with the employment are covered by Health Workforce Directorate of the Ministry of Health</p>
<b>Comparable health system country</b>	<p>A country regarded by the Medical Council of New Zealand (MCNZ) as having a health system comparable to New Zealand. NB: The list was created specifically to consider applications for general registration only.</p>
<b>Complaint</b>	<p>Where a registrar seeks some form of redress or a change to a current situation directly related to their training programme. The impact and effect on the registrar has been significant and requires a formal process of resolution.</p>
<b>Concern</b>	<p>Where a registrar considers appropriate academic or professional standards directly related to their training programme have not been met or wishes to raise a query with the College about an issue or concern.</p> <p>The impact on the registrar has not been significant, and it is likely a resolution can be met by direct, informal discussion with the parties involved.</p>
<b>Conflict of interest</b>	<p>A conflict of interest arises when the interest of a person (or those of their families, friends or other organisations with which they</p>



Term	Meaning
	<p>are involved) is incompatible or in competition with the interests of the College. Conflicts of interest include:</p> <ul style="list-style-type: none"> <li>• <i>actual conflicts of interest</i>, where duties and responsibilities owed to the College do conflict with duties, responsibilities or interests external to the College</li> <li>• <i>potential conflicts of interest</i>, where it is reasonable to conclude decisions may lead to an actual conflict of interest in the future</li> <li>• <i>perceived conflict of interest</i>, where despite the absence of any actual or potential conflicts of interest, it is reasonable to conclude that the circumstances of the decision-maker and the decision are such that external perceptions may construe a conflict of interest, whether or not that is the case.</li> </ul>
<b>Contractor</b>	Engaged by the College to perform services under a contract for services (commonly called an independent contractor agreement).
<b>CORNERSTONE®</b>	A College-administered programme which sets Quality Standards for medical practices.
<b>Curriculum</b>	The resources, materials, teaching sessions and assessments that are delivered to registrars to meet the programme requirements.
<b>Decision</b>	Any conclusion or decision made for or on behalf of the College, which can influence the College or its direction (however small or remote).
<b>Decision-making process</b>	Investigation and/or consideration of the available information, materials and College requirements, and the process of making the decision.
<b>Deferral</b>	Suspension of course requirements for up to 12 months during Year 1 of GPEP
<b>The Division</b>	Division of Rural Hospital Medicine.
<b>Dual pathway</b>	A course of training combining GPEP and the Rural Hospital Medicine Programmes.
<b>EAG</b>	Education Advisory Board.
<b>Education Facilitator (RHM)</b>	A vocationally registered rural hospital doctor who acts as a mentor for registrars.
<b>Examination</b>	Any summative written, clinical or practical assessment administered by the College.



Term	Meaning
<b>Examination attempt</b>	An examination attempt is counted once the exam has commenced.
<b>Fellowship</b>	Fellowship of the College and/or the Division
<b>Fellowship Pathway Regulations</b>	Regulations which set out the requirements for administration of GPEP, the Division of Rural Hospital Medicine, Continuing Professional Development and awarding of Fellowship.
<b>Financial Good Standing</b>	All dues, levies and fees owing to the College have been paid, or there is a satisfactory arrangement in place for payment.
<b>Formative assessment</b>	A range of formal and informal assessment procedures conducted by teachers in order to give candidates feedback to guide their learning and progress through GPEP and the Division programmes.
<b>FTE</b>	Full-time equivalent.
<b>Full-time (GPEP Year 1)</b>	Ten-tenths a week comprised typically of eight-tenths clinical time, plus two-tenths spent in seminars for 12 months
<b>Full-time (RHM, GPEP Years 2 and 3)</b>	Eight tenths a week clinical time.
<b>General practice</b>	The range of values, knowledge, skills, and practices required to provide first level medical services in both community practice and hospital settings. Includes the provision of both first contact and continuing care, for all ages and both sexes, that is comprehensive, person-centred, and takes into account the roles of family, whānau, community and equity in achieving health gains.
<b>General practitioner</b>	A doctor who is vocationally registered in the scope of general practice (or who is currently in general practice vocational training) and are able to provide the comprehensive range of services included in the scope of general practice and, with the requisite skills for each location, may work in a rural, small town, urban or hospital setting.
<b>GPEP</b>	General Practice Education Programme.  The College training course accredited by the MCNZ for vocational registration with the MCNZ. Satisfactory completion of the Programme results in being awarded the College's postgraduate qualification, namely Fellowship of the Royal New Zealand College of General Practitioners.





Term	Meaning
<b>Guideline</b>	A guideline offers advice in relation to a particular topic. Guidelines provide best practice recommendations and information to assist individuals; however, adherence is not mandatory.
<b>He Rautaki Māori</b>	Māori Strategy.
<b>IMG</b>	International Medical Graduate.
<b>Leave during training</b>	All leave taken by a registrar (e.g. study leave, sick leave, holiday leave, etc.) from an approved training position within the annual 8-week (pro-rata) provision.
<b>Mātauranga Māori</b>	Māori knowledge - the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices.
<b>MCNZ</b>	Medical Council of New Zealand.
<b>Member</b>	A Fellow, Member, registrar or Associate in Practice of the College.
<b>Mentor</b>	A mentor acts in a pastoral role. An experienced and trusted Fellow of the College who cares for a registrar's long-term development from a holistic perspective. Mentors encourage personal and professional development and offer psychosocial support to a registrar within a longitudinal relationship.
<b>Mentor relationship</b>	A professional relationship between a registrar (the 'mentee') and a vocationally registered Fellow (the 'mentor').
<b>Medical Educator</b>	A Fellow of the College who has been contracted by the College for the purposes of providing training and support to a group of registrars.
<b>On hold</b>	Suspension of a registrar's participation in Year 2 or 3 of GPEP or in the RHM training programme for a maximum of 3 years (cumulative).
<b>Overseas-Trained General Practitioner (OTGP)</b>	A doctor living in New Zealand and practicing in a general scope of practice, without limitations or conditions that would impede their ability to achieve the requirements for Fellowship, who wishes to seek Fellowship and is assessed for acceptance into the College's Prior Specialist Training Pathway. Also referred to as an International Medical Graduate (IMG).



Term	Meaning
<b>Part-time (GPEP year 1)</b>	Seven-tenths a week, comprised typically of five-tenths clinical time, plus two-tenths a week in seminars for 12 months
<b>Part-time (GPEP Years 2 and 3 and RHM)</b>	Minimum of four-tenths a week clinical time to be considered active in the programme.
<b>Plagiarism</b>	<p>The act of claiming another person's ideas or work as one's own (for example, paraphrasing another author's argument without acknowledgement), or quoting one's own work without acknowledging the original source (for example, submitting a manuscript for assessment that has previously been published or submitted elsewhere).</p> <p>Plagiarism is one example of academic misconduct.</p>
<b>Policy</b>	A concise, formal and mandatory statement of principle adopted by the College. Policies support the College's decision making with overarching direction at a high level. As overarching documents, providing strategic direction, policies must be approved by the relevant approval authority.
<b>Pou Whirinaki</b>	A part-time permanent role for a Māori general practice Fellow which provides pastoral care for Māori GPEP registrars and Māori clinical leadership and advice.
<b>Practice-employed registrar</b>	<p>A registrar who qualifies for and is accepted into the Programme, who is employed by a practice which pays their salary and any costs associated with the employment for GPEP Year 1.</p> <p>The Programme training costs are covered by Health Workforce Directorate of the Ministry of Health the registrar pays their own exam fees.</p>
<b>Practising certificate</b>	A current certificate to practise medicine in New Zealand, issued by the MCNZ.
<b>Procedure</b>	The official method of fulfilling a policy's objectives may include a series of actions in a specific order. Mandatory steps required to implement or comply with a policy may be revised frequently in line with changing business needs. As procedures tend to be process and operationally oriented. They must be approved by the College Chief Executive.
<b>Programme</b>	The General Practice Education Programme (GPEP), a post-graduate training course accredited by the MCNZ for registrars.



Term	Meaning
<b>Prior Specialist Training Pathway to Fellowship</b>	The College assesses the comparability of an overseas postgraduate qualification / fellowship to Fellowship of the College and sets additional training requirements to be met before College Fellowship can be awarded.
<b>Professional good standing</b>	A medical practitioner who is able to produce a Certificate of Professional Status (issued by the MCNZ) that indicates that there are, or has not been, competence, censure, health or conduct issues. .
<b>Reconsideration of examination results</b>	Is a mechanism for candidates to request a review of the assessment or marking process, and/or raise concerns or claims of prejudice or bias in the examination process.
<b>Registrar</b>	A doctor participating in a College training programme.
<b>Registration</b>	The process where doctors apply to be added to the New Zealand medical register.
<b>Rotational Supervisor (RHM)</b>	A specialist who has expertise in their particular speciality. They will be clinically responsible for the registrar during their clinical run.
<b>RPL</b>	Recognition of Prior Learning. The formal recognition of an individual's learning, training and/or postgraduate qualification/s obtained prior to entry to the programme.
<b>RHM</b>	Rural Hospital Medicine. A broad generalist set of skills, knowledge and attitudes that are needed to deliver optimum patient outcomes in rural hospitals. Unlike rural general practice, rural hospital medicine is orientated to secondary care and is responsive rather than anticipatory and does not continue over time.
<b>RHM Training programme</b>	The Rural Hospital Medicine Training programme (RHMTTP), a post-graduate training course accredited by the MCNZ for registrars in a rural context.  Satisfactory completion of the programme results in being awarded the College's postgraduate qualification, namely Fellowship of the Division of Rural Hospital Medicine.
<b>Self-funded registrar</b>	A registrar who is qualified and is accepted into the Programme, who pays all their training costs themselves.



Term	Meaning
<b>Special consideration in Assessment</b>	The process of considering the particular circumstances affecting a registrar with a view to enabling the granting, where justified, of special provisions or arrangements relating to a summative assessment (written and clinical exam), to alleviate the impact on their performance in an assessment without excusing the registrar from meeting a requirement, a standard for performance or qualification which have been objectively set by the College.
<b>Staff</b>	Employees, contractors, consultants and other workers at the College.
<b>StAMPS (RHM)</b>	Structured Assessment using Multi-Patient Scenarios. An Australian based Objective Structured Clinical Examination (OSCE) run by the Australian College for Rural and Remote Medicine (ACRRM).
<b>Summative assessment</b>	Assessments which evaluate student learning at the end of an instructional unit by comparing it against standards or benchmark (e.g written and clinical exams, Academic Component)
<b>Supervisor</b>	A Fellow of the College who provides direct supervision and is task orientated. Focuses on progressing day to day clinical practice through reflection and the provision of professional guidance and support. Registrars report directly to an onsite supervisor.
<b>Tenth</b>	A term that refers to four (4) hours of clinical time.
<b>Te Reo Māori</b>	Māori language.
<b>Health New Zealand / Te Whatu Ora</b>	The Agency that funds general practice vocational training
<b>Tikanga Māori</b>	The customary system of Māori values and practices that have developed over time and are deeply embedded in the contemporary social context.
<b>Training requirements</b>	Training components which must be satisfactorily completed within a given training period or prior to completion of an entire programme (e.g. formative assessments, attachment rotations, research projects, reports).
<b>Tūmuaki Māori</b>	Provides Māori health leadership to the College and is the professional lead for the College's Māori strategy.



Term	Meaning
<b>Vocational Registration Assessment (Fellowship via MCNZ provisional vocational registration)</b>	The assessment of an application, based on the doctor's qualifications, training and experience, for vocational registration in general practice, referred to it by the MCNZ.
<b>Vocational Medical Training Provider</b>	A specialist college, society or association that advises the MCNZ on matters of eligibility of OTGPs for registration within a vocational scope of practice. Previously referred to as a Vocational Education and Advisory Body (VEAB) or Branch Advisory Body (BAB).
<b>Work-based assessment</b>	Any formative or summative assessment activity undertaken in the workplace as part of the College training programme's requirements.