



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

# Academic Regulatory Framework for Quality Assurance

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

**TITLE:** **ACADEMIC REGULATORY FRAMEWORK  
FOR QUALITY ASSURANCE**

Document reference: CO-A-001-00

Approval date:\* July 2020

Approved by: Chief executive

Effective date: September 2020

Review/revision date: July 2021

Document owner: Academic team

Unit responsible: Learning team

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

# Contents

Structure of the Academic Regulatory Framework .....	5
The College .....	6
Te Rautaki – Statement of Strategic Intent: 2019–2024 .....	6
He Rautaki Māori – Māori Strategy .....	6
Introduction .....	7
Purpose and scope .....	7
<b>PART 1: Academic Statute .....</b>	<b>8</b>
1.1 Governance and management .....	8
Key advisory groups and committees .....	10
<b>PART 2: Quality Management System .....</b>	<b>11</b>
2.1 Requirements of policies .....	12
<b>PART 3: Academic Regulations .....</b>	<b>12</b>
3.1 Programme regulations .....	12
3.2 Fellowship awards .....	12
3.2.1 Qualifications .....	12
3.2.2 Academic dress .....	13
3.2.3 Graduation ceremony .....	13
3.3 General Academic Regulations .....	14
3.3.1 Admission and enrolment .....	14
3.3.2 Recognition of prior learning .....	14
3.3.3 Declining or cancelling enrolment .....	15
3.3.4 Changes to enrolment in a programme .....	15
3.3.5 Withdrawal from a programme .....	15
3.4 Academic requirements .....	16
3.4.1 Breaks in training .....	16
3.4.2 Unsatisfactory progress (GPEP only) .....	16

3.5	Summative assessment	17
3.5.1	Assessment in te reo Māori	17
3.5.2	Special consideration in assessment	17
3.5.3	Challenging assessment decisions	17
3.6	Conduct	18
3.6.1	Professional conduct	18
3.6.2	Academic misconduct	18
3.7	Concerns and appeals	18
<b>PART 4: Registrar Charter</b>		<b>19</b>
4.1	Expectations of registrars	19
4.2	Rights of registrars	20
4.3	Conduct in examinations	20
<b>PART 5: Glossary of Terms</b>		<b>22</b>

## Structure of the Academic Regulatory Framework

The Academic 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** – 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 (RHM) doctors. The College strives to ensure a high standard of care in general practices across New Zealand by setting the standard for quality for general 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.

## Te Rautaki – Statement of Strategic Intent: 2019–2024

In 2019, the College refined its strategy, creating a statement of strategic intent that provides clear direction for what we do and why we do it, and that identifies our key focus areas and the values underpinning our work:

### ***What we do***

We set and maintain education and quality standards that support our members to provide competent, equitable care to their patients.

### ***Why we do it***

To improve health outcomes and reduce health inequities.

### ***What we're working on***

1. Supporting our members
2. Becoming a contemporary and sustainable organisation
3. Improving health equity in New Zealand
4. Education excellence
5. Quality general practices.

### ***Our values***

- › **Kaitiakitanga:** Service and Stewardship
- › **Whanaungatanga:** Respect and Collaboration
- › **Mana tangata:** Diversity and Inclusion
- › **Auaha:** Innovation and Creativity.

## He Rautaki Māori – Māori Strategy

**He Ihu Waka, He Ihu Whenua, He Ihu Tangata** is the College's five-year Māori strategy, which focuses on the College's commitment to achieving Māori health equity.

## Introduction

This Academic Regulatory Framework (the 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 Framework and made available through the College's Quality Management System (QMS).

## Purpose and scope

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

- a. The Framework applies to the General Practice Education Programme (GPEP), Rural Hospital Medicine (RHM) Training Programme, Continuing Professional Development (CPD) programme and related academic practices administered by the College.
- b. The Framework should be read in conjunction with the College Rules, programme regulations, policies, procedures and guidelines. Should there be a conflict between the Framework and any other policy, procedure or guideline, the Framework will prevail unless it is stated otherwise.
- c. Any amendments to the 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 the programmes or be notified in writing to all registrars affected by the variation. The latest approved electronic version of the Framework shall be the authoritative version and will be available on the College intranet and public website.
- e. Amendments to the 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 Framework.

# PART 1

# Academic Statute

The Statute underpins the academic policies and procedures of the College.

## 1.1 Governance and management

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

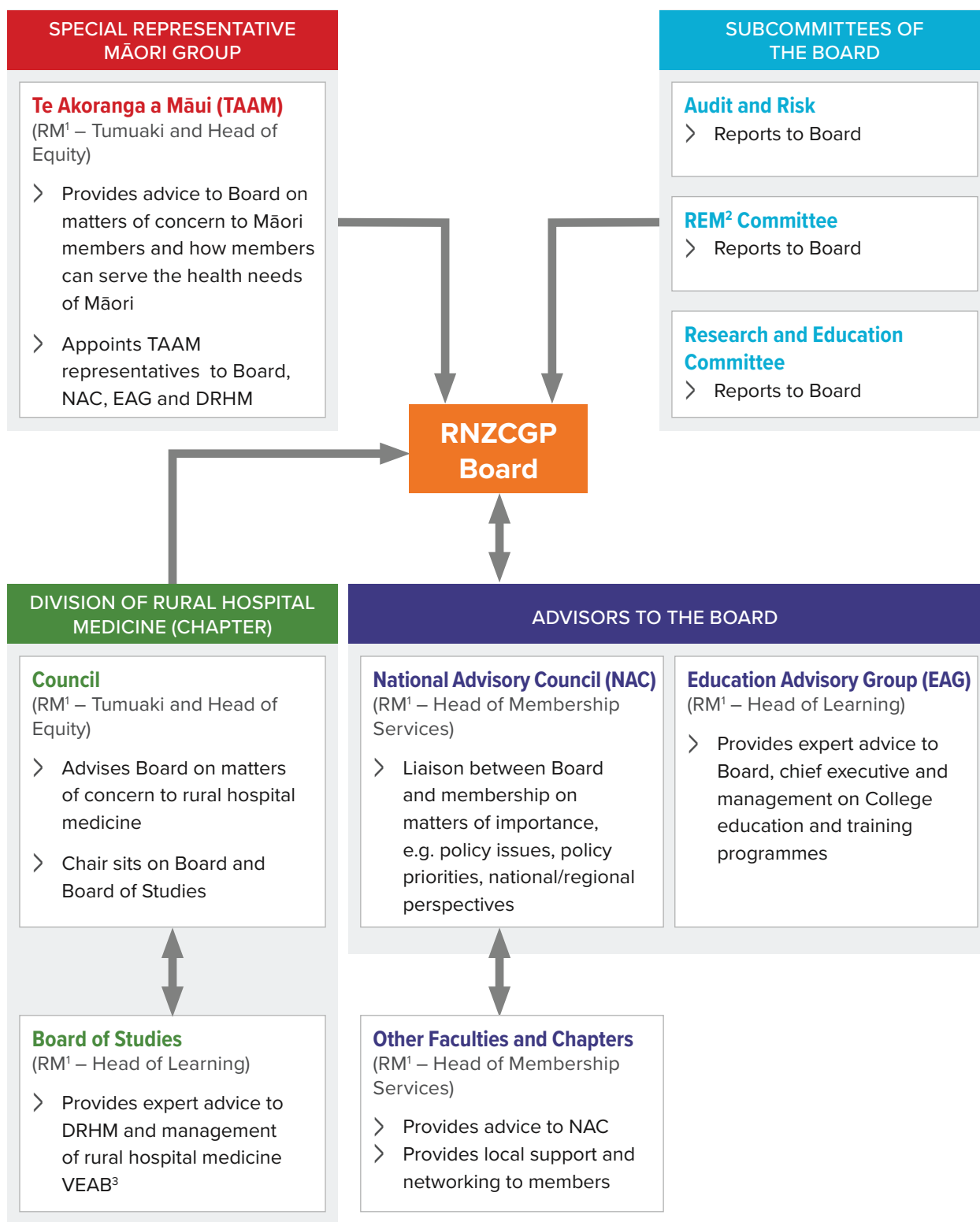
The Board sets the strategic direction for the College in line with its vision and purpose. The Board appoints the chief executive and delegates decision-making powers in relation to all operational matters to the chief executive.

The Board consists of an elected president, plus three elected members, an appointee from Te Akoranga a Māui, 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, Chapters and Faculties (refer to the diagram overleaf).



THE ROYAL NEW ZEALAND COLLEGE OF GENERAL PRACTITIONERS'  
**Governance Structure (Councils and Committees)**



<sup>1</sup> RM – Relationship manager

<sup>2</sup> REM – Remuneration

<sup>3</sup> VEAB – Vocational Education and Advisory Body

## Key advisory groups and committees

- › **National Advisory Council (NAC)** is made up of a Fellow appointed by each Faculty, Chapter and Te Akoranga a Māui, as well as 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 College's 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.
- › **Education Advisory Group (EAG)**. The purpose of the Education Advisory Group is to provide expert advice to the College Board, chief executive and the management team on the quality, development, implementation and delivery of the College's education and training programmes, including GPEP, and CPD for Fellows. The group also provides advice on the College's Fellowship Pathway Regulations and academic policies for GPEP.
- › The **Division of Rural Hospital Medicine (the Division)** is a Chapter within the College as defined under Rule 20 of the College Rules and has its own Council and Board of Studies. Fellows of the Division who work within the rural hospital environs are members of the College as well as the Division.
- › The **Division Board of Studies (BOS)** is delegated by the Division Council to provide expert advice on the Rural Hospital Medicine Training Programme and to recommend approval and actions to the Division Council. This includes setting national standards, maintaining high-quality delivery and assessment, including accreditation of hospitals as training sites and advice on the Fellowship Pathway Regulations and academic policies for the Division.

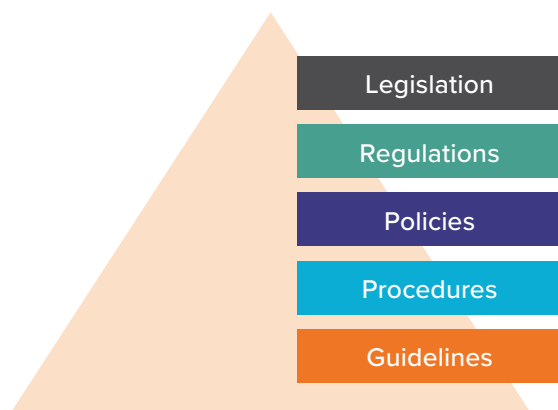
## PART 2:

# Quality Management System

The College's Quality Management System (QMS) is a documented system of rules, regulations, policies and procedures designed to provide confidence to the College's Board, and to the MCNZ that the education programmes and related academic services/practices are legislatively compliant, academically sound, and delivered consistently and effectively.

The QMS was developed by the College to provide 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 are responsible for putting in place structures and systems to ensure academic policies and procedures are implemented effectively, including having processes for evaluating their effectiveness.



## 2.1 Requirements of policies

Policies and procedures set out in the QMS will:

- be developed through meaningful consultation with Fellows, relevant staff and other stakeholders as appropriate
- be current and designed to ensure that opportunities for continuous quality improvement are translated into actions
- be reviewed regularly to ensure continued effectiveness
- be written in plain English
- establish ownership and accountability for implementation
- be supported by comprehensive procedures
- reflect the College's underpinning core values:
  - **Kaitiakitanga:** Service and Stewardship
  - **Whanaungatanga:** Respect and Collaboration
  - **Mana tangata:** Diversity and Inclusion
  - **Auaha:** Innovation and Creativity
- align with the College's commitment to cultural responsiveness, health equity, and the College's Statement of Strategic Intent and Māori Strategy
- commit to Te Tiriti o Waitangi principles of participation, protection and partnership.

# PART 3:

# Academic Regulations

## Scope

These Academic Regulations apply to all those enrolled in GPEP, the RHM Training Programme and the CPD programme, 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 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 Regulations relevant to them.
- e. If a registrar has an approved break in their programme of more than one year, they will be readmitted under the 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 Regulations will be updated annually:
  - > The College's (GPEP)
  - > The Division's (RHM Training Programme).

### 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 New Zealand (FDRHMNZ)
  - > 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-endorsed certificate of competence in resuscitation appropriate to their training programme
  - › hold a current Certificate of Professional Status (COPS) from the MCNZ
  - › hold a current membership of the College and be in good financial standing.
  
- c. To be awarded FDRHMNZ, registrars must:
  - › complete all RHM Training Programme clinical experience requirements
  - › complete RHM Training Programme formative activities
  - › pass RHM Training Programme 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 of Severe Trauma (EMST)
  - › hold a current Certificate of Professional Status (COPS) from the MCNZ
  - › 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 Medicine, registrars must:
  - › meet requirements to be awarded FRNZCGP
  - › meet all requirements to be awarded FDRHMNZ.

### 3.2.2 Academic dress

The reglia Fellows of the College are entitled to wear are:

- a. **For Fellows awarded FRNZCGP:** a black gown in the style of university academic gowns, modified by the addition of a College sash.
- b. **For Fellows awarded FDRHMNZ and for Dual Fellows:** a black gown in the style of university academic gowns, modified by the addition of a College sash, and with an 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 absentia.

### 3.3 General Academic Regulations

These 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 Fellowship Pathway 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 Directorate of the Ministry of Health (the 'Ministry') criteria for funding, i.e. 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.
  - > Demonstrating a commitment to work in rural areas or high-needs 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 Policy.
- 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 and experience in a similar vocational field may apply to have that training/experience 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 timeframes.

### 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, or
  - › changing training from either part-time to full-time or vice versa.
- 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
  - › whānau or family leave
  - › change of role, i.e. change of practice to 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 'Unsatisfactory progress' may be withdrawn from the programme.
- d. A registrar who withdraws from the programme will also 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 components
  - > examinations.
- c. Applications for extensions should be made in writing to the College's Registrar 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 GPEP if they have not:
  - > completed year 1 clinical and/or academic requirements after two years' full-time equivalent (FTE) of active engagement in the programme.
  - > sat at least one of their summative exams within 24 months of the start date of their FTE training.
  - > passed both of the summative exams within three years of first passing one of the summative exams.
  - > completed GPEP within the five-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 will be followed up and 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).

### 3.5 Summative assessment

- a. The 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 moderated pre- and post-assessment according to the moderation procedures set out in the College's 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 Assessment in accordance with the relevant policy set by the College.
- b. The specific circumstances may affect the registrar's 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 reconsideration of an examination result where they have reason to believe that:
  - there may have been an error in the calculation or collation of their 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 ten (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 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 the purposes of cheating
  - copy, paraphrase or summarise another person's work or ideas from any source 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, and/or
  - contract a third party to undertake their examination or other assessment.
- 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 Concerns and appeals

- a. Breaches of the academic regulations or any associated academic policies will be dealt with using the Appeals Policy.
- b. If a registrar has any other concern or wishes to lodge a complaint in relation to any other matter, the registrar should report the matter to the relevant College manager who will initiate an investigation.
- c. If the registrar is not satisfied with the outcome, the registrar may appeal the decision, in writing, to the head of learning (or delegate) within ten (10) working days of receipt of the investigation outcome.

# PART 4:

# Registrar Charter

The 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 disciplinary 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:

1. 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.
2. be respectful and considerate of all colleagues, patients, employers and co-workers they engage with and, at all times, act in a manner that does not jeopardize their safety or the safety of others.
3. 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; and
  - > meeting agreed deadlines.
4. 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; and
  - > copyright.
5. not engage in any form of academic misconduct (refer Section 3.6.2).
6. resolve concerns through appropriate channels.
7. respect College/Division intellectual property and resources.

## 4.2 Rights of registrars

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

1. 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.
2. 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; and
  - › personal records and official information pursuant to the Privacy Act 1993.
  - › study and progression advice and guidance.
3. deliver competent and effective teaching, learning facilitation and mentoring.
4. provide fair, valid and reliable assessments related to the learning outcomes for the programme.
5. ensure the return of assessment results and other constructive feedback in a timely manner.
6. deliver fair and honest decisions with regard to academic outcomes (i.e. assessment grades, and/or reassessment opportunities).
7. provide access to educators at reasonable times to discuss issues relevant to their study.
8. 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.
9. 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 they 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 email, 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, academic policies and procedures:

Term	Meaning
<b>Academic component</b>	<p>An education component that complements and extends the learning content of a programme.</p> <p>Successful completion of the academic component counts towards the final summative results of a programme.</p>
<b>Academic integrity</b>	<p>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.</p>
<b>Academic misconduct</b>	<p>Seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means.</p>
<b>Ad eundem gradum</b>	<p>A Latin term meaning 'of the same rank'.</p>
<b>Approved teacher</b>	<p>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.</p>
<b>Approved teaching practice</b>	<p>A general practice that meets a standard approved by the College for teaching.</p>
<b>Attachment</b>	<p>A training placement in an accredited teaching practice with an approved teacher for GPEP year 1. It comprises two attachments of 26 weeks or six months.</p>
<b>BOS</b>	<p>Board of Studies.</p>
<b>CE</b>	<p>The chief executive of the College.</p>
<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 the 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>

Term	Meaning
<b>College-employed registrar</b>	A registrar who qualifies for and is accepted into GPEP 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 the Health Workforce Directorate of the Ministry of Health.
<b>Comparable health system country</b>	A country regarded by the Medical Council of New Zealand (MCNZ) as having a health system comparable to New Zealand. NOTE: The list was created specifically to consider applications for general registration only.
<b>Complaint</b>	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.
<b>Concern</b>	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.  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.
<b>Conflict of interest</b>	A conflict of interest arises when the interest of a person (or those of their families, friends or other organisations with which they are involved) is incompatible or in competition with the interests of the College. Conflicts of interest include: <ul style="list-style-type: none"> <li>➤ actual conflicts of interest, where duties and responsibilities owed to the College do conflict with duties, responsibilities or interests external to the College</li> <li>➤ potential conflicts of interest, where it is reasonable to conclude decisions may lead to an actual conflict of interest in the future</li> <li>➤ perceived conflict of interest, 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 that sets quality standards for general 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 that 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.

Term	Meaning
<b>The Division</b>	Division of Rural Hospital Medicine.
<b>Dual pathway</b>	A course of training combining GPEP and the Division 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.
<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 that set out the requirements for the 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 Rural Hospital Medicine Training Programme.
<b>FTE</b>	Full-time equivalent.
<b>Full-time (GPEP year 1)</b>	Ten-tenths a week typically composed of eight-tenths a week of 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 of 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 who is 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.
<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.



Term	Meaning
<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 eight-week (pro-rata) provision.
<b>Mātauranga Māori</b>	Māori knowledge – the body of knowledge originating from Māori ancestors, including the Māori worldview 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 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 three years (cumulative).
<b>Overseas-trained general practitioner (OTGP)</b>	A doctor living in New Zealand and practising 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).
<b>Part-time (GPEP year 1)</b>	Seven-tenths a week, typically composed of five-tenths a week of 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 of 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 without indicating it has been published previously 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 that provides pastoral care for Māori GPEP registrars and Māori clinical leadership and advice.

Term	Meaning
<b>Practice-employed registrar</b>	<p>A registrar who qualifies for and is accepted into GPEP, who is employed by a practice which pays their salary and any costs associated with their employment for GPEP year 1.</p> <p>The programme training costs are covered by the 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 and 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's chief executive.
<b>Programme</b>	The General Practice Education Programme (GPEP), a postgraduate training course accredited by the MCNZ for registrars.
<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 confirms that there are no health, competence or conduct issues – past, present or future – that might impact on their ability to practise safely and competently.
<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 programme.
<b>Registration</b>	The process whereby doctors apply to be added to the New Zealand medical register.
<b>Rotational supervisor (RHM)</b>	A specialist clinically responsible for the registrar during their clinical run.
<b>RPL</b>	Recognition of prior learning: The formal recognition of an individual's learning, work experiences 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>	<p>The Rural Hospital Medicine (RHM) Training Programme, a postgraduate training course accredited by the MCNZ for registrars in a rural context.</p> <p>Satisfactory completion of the programme results in being awarded the College's postgraduate qualification, namely Fellowship of the Division of Rural Hospital Medicine (FDRHMNZ).</p>

Term	Meaning
<b>Self-funded registrar</b>	A registrar who is qualified and is accepted into GPEP, who pays all their training costs themselves.
<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 has 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 Multiple 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 that 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>Tenth</b>	A term that refers to four hours of clinical time.
<b>Te reo Māori</b>	Māori language.
<b>The Ministry</b>	Health Workforce Directorate of the Ministry of Health
<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.
<b>VEAB</b>	Vocational Education and Advisory Body: 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 Branch Advisory Body (BAB).
<b>VEAB pathway (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>Work-based assessment</b>	Any formative or summative assessment activity undertaken in the workplace as part of the College training programme's requirements.