



## 1. TITLE: SUPPORTING REGISTRARS POLICY

1.1	Policy reference:	CO-A-002-04
1.2	Category:	Academic – Education
1.3	Approval date:	July 2020
1.4	Approved by:	Chief executive
1.5	Effective date:	September 2020
1.6	Review/revision date:	July 2021
1.7	Unit responsible:	Learning team

## 2. Policy declaration

### 2.1 Purpose

This policy sets out the range of support services provided by The Royal New Zealand College of General Practitioners (the College) to all registrars enrolled and active in the General Practice Education Programme (GPEP or the programme).

## 3. Background

### 3.1 Objective

This policy ensures all registrars are provided with, and have access to, an appropriate level of support by the College to help gain maximum benefit from the training programme and achieve Fellowship.

It defines the principles of support and the specific roles and responsibilities of the parties involved for each stage/year of the training programme.

### 3.2 In scope

All enrolled, active GPEP registrars.

### 3.3 Out of scope

The following are not covered by this policy:

- > Situations in which a registrar exhibits notifiable conduct. In these circumstances, the matter should be referred to the Medical Council of New Zealand (MCNZ).
- > Registrars enrolled in the Rural Hospital Medicine Training Programme.
- > Fellows of the College.
- > Any registrar that is 'on hold' from the programme.

## 4. Definitions

All definitions are available in the College's Academic Regulatory Framework for Quality Assurance (CO-A-001-00).

## 5. General policy

- 5.1 Registrars on the pathway to Fellowship of the College may require additional support to address issues they encounter in relation to their training. These issues may include:
- > gaps in clinical knowledge, skills and/or professional behaviour impacting on performance
  - > difficulties with performing in examination
  - > personal, financial and/or workplace stress
  - > physical and mental health issues
  - > environmental/organisational issues – workplace culture, lack of support, lack of appropriate clinical management or resources, registrar/supervisor relationship difficulties.
- 5.2 The College has a range of mechanisms to provide the necessary support to assist the registrar to achieve Fellowship.

## 6. Policy principles

- 6.1 In providing support to registrars the College will ensure that:
- a. **support is tailored to need, proactive and solution-focused** – support and guidance aims to address identified needs to achieve agreed solutions within available resources. The registrar is an active participant throughout the process.
  - b. **support provided is focused on ensuring successful progress in GPEP and the development of the registrar's professional competence** – and to help the registrar meet the training programme requirements.
  - c. **support provided prioritises registrar and patient safety.**
  - d. **support provided ensures early intervention where possible** – any issues or difficulties will be identified and addressed as early as possible to maximise the opportunity for resolution.
  - e. **support provided is fair, transparent and culturally safe** – it will be accessible by all parties involved to assist with the resolution of training issues or difficulties.
  - f. **support may continue over time and when necessary across different training sites, teachers, learning groups and other programme components** – in such situations information regarding the issues and the assistance provided may be confidentially (if appropriate or relevant) shared with teachers and medical educators to facilitate ongoing support of the registrar. College staff may facilitate the transfer of relevant educational information (with due regard to reasonable confidentiality expectations – see Privacy Policy).

- 6.2 Registrars experiencing issues or difficulties with their training have a responsibility to:
- a. actively seek and receive feedback on their performance and progress in training from the teacher, medical educators and peers.
  - b. speak to their programme advisor or medical educator if they are aware of an issue affecting their ability to progress.
  - c. attempt to resolve the difficulty in the training setting, in collaboration with their teacher and/or medical educator before notifying the clinical lead and College staff.
  - d. notify the College or their practice employer regarding any workplace difficulties, being aware of and referring to relevant workplace policies. Issues related to employment and the management of these are the responsibility of their employer, whether the College or their practice employer.
  - e. notify the College about any unresolved training setting or supervision issues or difficulties.
  - f. actively participate in any support processes put in place, including any learning development plans required to address identified issues or difficulties or any referral to professional support.
  - g. seek professional advice if needed.
  - h. seek confidential advice from the clinical lead and/or pou whirinaki if needed.

## 7. Support for registrars

- 7.1 The College recognises the stresses that registrars may be under and offers a range of support mechanisms. Support provided by the College may vary from year to year of GPEP.

### All registrars:

- 7.2 **Programme advisors** are responsible for providing administrative support to registrars. This includes:
- a. orienting registrars to the programme and ensuring they are aware of, and comply with, programme requirements, health and safety, human resources and employment obligations.
  - b. tracking registrar progress through the programme, maintaining accurate and up-to-date records and information about the registrar, and identifying registrars who are no longer active in training, or who have not progressed to Fellowship within a reasonable timeframe (the 'tail').
  - c. managing the 'tail' to ensure Fellowship is achieved within reasonable timeframes, and that registrars continue to maintain education requirements for MCNZ.
  - d. providing ongoing support to the registrar where a registrar moves training sites. This includes the handover and implementation of an existing learning development plan.

In addition, programme advisors provide the following support to registrars and College staff by:

- a. providing all necessary advice and information to medical educators, teachers and registrars on human resource, health and safety and programme matters.
- b. providing support and information to medical educators to enable them to set a plan for supporting registrars who are experiencing issues or difficulties with aspects of their programme.
- c. notifying the clinical lead, pou whirinaki or the head of learning (or delegate) about any unresolved training setting or supervision difficulties.

NOTE: At any stage, programme advisors may communicate directly and confidentially with the clinical lead who may then advise on additional support that could be provided, including further escalation if considered necessary.

- 7.3 The **pou whirinaki** is responsible for providing Māori clinical pastoral support and advocacy to Māori registrars enrolled in the programme, and to encourage participation, retention and completion of the programme.
- 7.4 The **clinical lead** is responsible for ensuring clinical input into the programme and ensuring that appropriate pastoral support is available to registrars where needed.
- 7.5 The **head of learning** (or delegate) has overall responsibility for the delivery of the programme and advises the chief executive on major issues arising. This includes:
  - a. resolving if necessary, registrar–supervisor/teacher relationship issues that cannot be resolved locally.
  - b. ensuring programme regulations and College policies are complied with.
  - c. ensuring the appropriate employment and health and safety requirements are adhered to and involve Human Resources personnel when required.
  - d. recommending to the chief executive that a registrar be reported to the MCNZ where there are concerns about patient safety.

#### **Year 1 registrars:**

- 7.6 **Teachers/kaiako** are responsible for working with registrars to provide quality teaching that aligns with the curriculum and fulfils the requirements of the GPEP year 1 programme

This includes:

- a. inducting the registrar into the practice's policies and processes.
- b. developing a structured learning and professional development plan (PDP)
- c. providing dedicated one-on-one teaching and professional supervision.
- d. working with management in the registrar's practice to ensure registrars are prepared for and engaged in GPEP.
- e. Supporting management in the registrar's practice to:
  - ensure staff in the practice are aware and supportive of the registrar
  - assist the registrar to manage their wellbeing and address any health and safety concerns
  - ensure the registrar's clinical work, including results and referrals is managed when they leave the practice.

7.7 **Medical educators/kaiako matua** overseeing GPEP year 1 registrars are responsible for delivering structured learning aligned to the curriculum. This includes:

- monitoring the registrars' progress
- observing registrars in their practice
- reviewing formative activities completed by registrars
- receiving reports from teachers/kaiako about registrars
- delivering formative activities (e.g. in-practice visits, seminars, communication days)
- helping registrars to prepare for the summative examinations (written and clinical) at the end of GPEP year 1.

In addition to this, medical educators:

- provide pastoral care to registrars in need – identifying where additional support is required and addressing this with support from the clinical lead, pou whirinaki and College staff
- notify the College of additional needs, e.g. teaching support; changes to programme; change from full-time to part-time.

## 7.8 **Employing practices**

Employers, which includes the College, have employment obligations and responsibilities and must also meet the College's quality standards for training practices and teachers. This includes:

- a. managing all employment issues, including performance management and disciplinary matters, in a timely, fair and objective way. Such matters may include, but are not limited to workplace bullying, harassment and discrimination, sexual misconduct, drug and alcohol abuse, breaches of workplace policies, unacceptable standard of work that may affect patient safety, work hours and conditions.
- b. working collaboratively with the College (if applicable) where a difficulty is both an employment issue and a training difficulty.

## 7.9 **Registrar feedback**

The College will undertake an annual satisfaction survey which will be sent out to all registrars towards the end of their first year of training. The survey will provide an opportunity for the College to receive and review feedback in order to make continuous improvements.

## **Years 2 and 3 registrars:**

7.10 **Medical educators/kaiako matua** for the second and subsequent years of training are responsible for:

- a. monitoring the registrars' progress
- b. observing registrars in their practice
- c. reviewing formative activities completed by the registrar
- d. providing additional pastoral support for registrars
- e. delivering formative activities (e.g. in-practice visits, learning groups).

7.11 **Mentors:** All registrars in years 2 and 3 must maintain a relationship with an appropriate general practice Fellow as a mentor. The mentor is responsible for guiding and supporting the registrar to ensure they maintain safe clinical practice. This includes:

- a. being available for face-to-face meetings with the registrar
- b. ensuring adequate records of meetings are kept
- c. ensuring the registrar is not professionally isolated
- d. working with the registrar to develop appropriate professional development activities relevant to their learning needs
- e. providing materials for assessment as needed (e.g. case notes, videos).

NOTE: In the case where either the mentor or registrar has issues or concerns with the mentoring relationship, they should contact the clinical lead, who will consider reallocating the mentee to a new mentor.

## 8. Related policies, documents and legislation

- > Academic Regulatory Framework for Quality Assurance (CO-A-001-00)
- > Privacy Policy
- > Fellowship Pathway Regulations
- > Fellowship Assessment Standards
- > GP Registrar Concerns and Complaints Policy (CO-A-002-05)
- > GP Registrar Concerns and Complaints Procedure (CO-A-002-05A)
- > Approval of GPEP Teaching Practices and Teachers Policy (CO-A-001-02)

## 9. Administrative procedures

### 9.1 Promulgation of published policy

This policy will be available via the College intranet and website.