



Nau Mai Haere Mai
**A Guide for Practice
Employed Registrars**

GPEP YEAR 1 – 2025



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



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

New Zealand members of the British College of General Practitioners established a local Council in 1955. In 1974, it became a separate entity, and in 1979, it was granted provision to use "royal", becoming The Royal New Zealand College of General Practitioners.

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Rangi Kōrero

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He kōrero nā te Pehitini **Message from the President**

Kia ora,

Welcome to the General Practice
Education Programme, more
commonly known as GPEP.



We are so glad you have joined The Royal New Zealand College of General Practitioners and started on your journey to becoming a specialist general practitioner. There are over 6,200 GPs and rural hospital doctors in our College membership, and we have room for many, many more.

Over the course of your training, you will gain invaluable knowledge and skills that you will regularly draw upon as you move into more practical and hands-on learning. Over the next three or more years you will also meet colleagues that you will likely know for the rest of your professional lives.

When I think about our role as GPs at the forefront of community medicine there are a lot of words that spring to mind. Exciting. Daunting. Complex. Aroha. Busy. Crucial. Skilled. Responsive. Just to name a few.

But the words I most often use to describe my career as a GP are rewarding and life changing.

Ehara taku toa i te toa takitahi, engari he toa takitini.
My strength is not that of a single warrior but that of many.

When you find a way to connect with that patient, catch a potential problem early, diagnose and treat complex illness, or have a patient who finally meets that goal you have been supporting them to reach – those are the rewards. Of course, there are tough days, many of them in fact, but the training you are embarking on will equip you with the skills, knowledge, and networks to draw upon so you can provide high-quality, comprehensive, complex and equitable care to your patients.

With the well-documented workforce shortages, we need more people like you who are committed to improving equity and health outcomes for New Zealanders at a grassroots and community level.

As you start your first year of GPEP training my advice is to take it all in, embrace it, and don't be afraid to ask questions.

Dr Samantha Murton

MNZM, MBChB, FRNZCGP (Dist.),

PGDipGP, FAcadMED

President | *Te Tumu Whakarae*

Ngā Hoapā

Contacts

The College office is based in Wellington. We have a dedicated team here to support you on your journey through the General Practice Education Programme, into Fellowship, and throughout your career as a specialist general practitioner.

Here is a list of key contacts who are here to guide you through your first year of GPEP:

Lead medical educator for your region

(please fill out this section)

NAME

EMAIL

PHONE

Regional representative

(please fill out this section)

NAME

EMAIL

PHONE

For questions regarding practice placements, pastoral care and training support email: registrarsupport@rnzcgp.org.nz

For questions about the GPEP year 1 programme requirements and submissions, email: GPEP1@rnzcgp.org.nz

For questions about the mock exams and end-of-year exams, email: exams@rnzcgp.org.nz

Pou Whirinaki

The Pou Whirinaki provides clinical and pastoral support to Māori registrars in GPEP. Currently, this is Dr Maia Melbourne-Wilcox (Tuhoe), an Auckland-based specialist GP.

Contact:
pou.whirinaki@rnzcgp.org.nz

Pou Whirinaki Pasifika

The Pou Whirinaki Pasifika provides clinical and pastoral support to Pasifika registrars in GPEP. Currently, this is Dr L'Ondine Tukuitonga, an Auckland-based specialist GP.

Contact:
pasifikapouwhirinaki@rnzcgp.org.nz

We've used a lot of commonly asked questions to develop an FAQ section – it's a good idea to [check page 23 for answers.](#)

Mematanga o te Kāreti

College membership

When you join our specialist training programme, you will also join a community of more than 6,200 GPs and rural hospital Fellows and registrars.

As soon as you start your training you become a member of the College, which provides a range of benefits, resources and discounts. The [College website](#) has a complete list of the available benefits which includes a complimentary subscription to New Zealand Doctor while you're a registrar, complimentary counselling with EAP services, access to McGraw-Hill Access Medicine and John Murtagh's Collection, LinkedIn Learning and more. Your [membership dashboard](#) outlines how to access them.

You can also take advantage of discounts across a range of well-known brands by downloading the College app. Search 'RNZCGP' in the Apple Store or Google Play Store and create an account using your MCNZ number or College ID.

The College's Membership team will be happy to assist you with any membership queries you have and can be contacted at membership@rnzcgp.org.nz.

College conference

generalpractice.org.nz

The College conference is held every year, with locations alternating between Auckland, Wellington and Christchurch.

In 2025 the conference will run from Thursday 24– Saturday 26 July at Te Pae Convention Centre in Christchurch.

Delegates will hear from well-known keynote speakers (previous speakers include psychologist Nigel Latta, Olympic champion Dame Valerie Adams), clinical experts, subject matter experts, and officials within the health sector and

government. The conference includes presentations and panel discussions as well as colleagues who present the findings of their research and explain the benefits to the general practice and rural hospital medicine workforce. The Fellowship and Awards ceremony is also a highlight of the conference each year.

We encourage you to attend, ask questions, and network with new and familiar faces over the course of the conference.

Practice-employed registrars should look out for discounts often offered by their local Faculty. Information about that will be sent in the months leading up to the conference.

O tātou Pekanga

Our Chapters

Chapters are groups of members that are involved in a particular area of general practice. You can choose to join a Chapter if you have similar interests or if your work is related to its aims. You can do that by emailing **membership@rnzcgp.org.nz**

Each Chapter is led by an executive team of GPs, who co-ordinate activities such as educational events and meetups.

Registrar Chapter

When you begin your GPEP training you will automatically become a member of the Registrar Chapter who are your representatives for advocacy and wellbeing and can act as the conduit between registrars and the College.

The Chapter executives are here to help with any issues or questions you may have during your registrar journey through the programme.

Contact the Chapter:
registrarchapter@gmail.com
or find them on Facebook by searching *Registrars' Chapter*.

REGISTRAR CHAPTER EXECUTIVE TEAM

Dr Vaaiga Autagavaia
Co-Chair

Dr Darren O'Gorman
Co-Chair

Dr Ralston D'Souza
Treasurer

Dr Hemi Enright
NAC representative

Dr Tawa Hunter
Te Akoranga a Māui representative

Dr Amanda Smith
Te Akoranga a Māui representative

Dr Leone Vadei
Pasifika representative

Dr Visakhram Sundgren
GPEP2/3 representative

Dr Mathanki Vivekananda
GPEP3 representative

Dr Darren O'Gorman
GPEP1 representative



The other Chapters you might like to consider joining are:

Pasifika Chapter

This Chapter is composed of members who identify as Pasifika, and members who serve communities with large Pacific populations, or who have an interest in Pacific health issues.

All members who self-identify as Pasifika can confirm they would like to belong to this group by filling out the relevant section on the membership application form.

EXECUTIVE TEAM

Dr Alvin Mitikulena
Chair

Dr Neru Leavasa
Deputy Chair

Dr Leone Vadei
Treasurer

Dr Anthony Dewan
Secretary

Dr L' Ondine Tukuitonga
Pou Whirinaki Pasifika

Dr Vaaiga Autagavaia
GPEP2 Representative

Dr Vanisi Prescott
NAC representative

DR Juliet Walker
Member

Rural General Practitioners' Chapter

What issues are facing rural practitioners? How can we put a 'rural lens' over the work of the College? What initiatives could improve the quality of rural training and general practice? These are the issues the Rural GPs' Chapter is concerned with. Rural GPs can connect and collaborate to address these questions through the Chapter's executive team.

EXECUTIVE TEAM

Dr Mark Smith

Chair and NAC Representative

Dr Grahame Jelley

Treasurer

Dr Charlotte Kevern

Member

Dr David (Buzz) Boothman-Burrell

Member

Dr Patrick McHugh

Member

Dr Jo Scott-Jones

Member

Dr Alex McLeod

Member

Dr Greville Wood

Member

The Division of Rural Hospital Medicine (DRHM)

If you're in training or a Fellow of the DRHM you automatically belong to this Chapter which aims to improve knowledge and provide education and collegial support for this specialist field.

EXECUTIVE TEAM

Dr Andrew Laurenson,

Chair

Dr Benjamin Booker,

Registrar representative

Dr Rosalie Evans,

Member

Dr Sara Gordon,

Member

Dr Dinesha Kumarawansa,

Member

Dr Alex McLeod,

Member

Dr Andrew Morgan,

Member

Dr Munanga Mwandila,

Member

Dr Sophie Parnham,

Member

Dr Marcus Walker,

Member



Te Akoranga a Māui

Te Akoranga a Māui is the College's Māori representative group. All members who self-identify as Māori and have Māori whakapapa are joined up to this group during the enrolment process. With more than 200 members, Te Akoranga a Māui is proud to be the first indigenous representative group established in any Australian or New Zealand medical college. A representative from this group also sits on the College Board.

TOKOWHĀ

Dr Jason Tuhoē
(Hauraki, Ngā Puhi, Ngāti Pikiao)
Chair

Dr Nina Bevin
(Waikato-Tainui)
Deputy Chair

Dr Kiriana Bird
(Ngāti Tokorehe, Ngāti Porou)
Board representative

Dr Amberlea Rerekura
(Te Ātihaunui-a-Papārangi)
Treasurer/Secretary

Ngā peka

Faculties

All College members belong to a regional Faculty; a group of local peers who create and run social and learning events and who support each other professionally. You will automatically be assigned to your local Faculty and start to receive news from them. You can also email **faculties@rnzcgp.org.nz** if you have questions or need to change Faculty.

Te Ara

Te Ara is the College's online learning management system. It is where you'll find the GPEP curriculum and a wide range of information, regional seminar days, learning materials, resources, exemplars, forms, and forums that you can participate in.

You have been given access to Te Ara prior to starting the programme and been asked to complete the College's Health and Safety module. You'll be able to view the 'Welcome to GPEP1' orientation module and find out more information for Te Ahunga, a two-day

event which is designed to welcome and introduce all new registrars to the GPEP year 1 programme. We encourage you to become familiar with Te Ara's content as it will keep you informed about important programme information throughout the year.



Ngā kaupapa hira i roto i te tau 1 GPEP

Important events during GPEP year 1

Te Ahunga

Te Ahunga is a two-day event which is designed to welcome and introduce all new registrars to the GPEP year 1 programme. It provides an important opportunity for whakawhanaungatanga; getting to know your local medical educators and other registrars in your region, and meeting with College staff. Te Ahunga also provides an important opportunity for you to stay on a local marae and connect with members from the community of that marae, and our specialist Hauora Māori medical educators.

Te Ahunga is where a large part of your health equity, cultural safety and Hauora Māori teaching for the year takes place, and you will have the opportunity to learn and develop important skills that will help you throughout your entire GPEP programme.

Our team has been running noho marae for doctors and medical students for well over a decade. The ethos of whanaungatanga is at the heart of every residential noho where the aim is to provide a comfortable, safe and nurturing environment that supports a distinctively Māori way of learning.

Your practice is aware of the importance of Te Ahunga, and that it is considered an essential part of your GPEP year 1 training. It is normal to be given clinical time off to attend Te Ahunga regardless of whether you are College- or practice-employed. The days may not match your regular teaching days.

More information will be emailed out with your invitation and can be found on Te Ara.

Ngā aromatawai

Assessments

You will undertake two types of assessment:

Formative (F) assessments involve ongoing engagement with your teachers and medical educators (MEs), concentrating on one or two learning aspects at a time. This helps you to identify and work on areas that need more attention.

Summative (S) assessment is evaluative, occurs at a specified end point of learning and involves critical comparison against a standard.

GPEP year 1 is very structured compared to GPEP years 2 and 3. A large number of hours are spent in organised formative learning activities and engaging with collegial support. This creates a grounding for GPEP years 2 and 3 when you will learn and work more

independently. It is important that throughout your training you are familiar with the version of the Fellowship Pathway Regulations applicable to your programme. These are available on the College website in the [‘study with us’](#) section.

GPEP year 1 formative assessments

Seminar days (F)

Seminar days involve engagement with your regional group, your Lead Medical Educator (LME), and small-group facilitators. Seminars includes speaker sessions and communication skills. Te Ahunga and the GPEP clinical and written mock examinations are included in your seminar days.

You must attend a minimum of 32 FTE days out of the 40 that are provided.

Research activities (F)

Researching and presenting

vignettes, or

match questions, or

WEBS (what the evidence base suggests) resources.

Choose two to research and present each attachment (i.e. four across the year)

Learning plan (F)

Formulating an effective individual learning plan that identifies your learning goals and needs. This is done at the start done at the start of Attachment 1.

Teaching time (F)

Engaging with supervision and mentorship with your in-practice teacher.

1. The teacher shall provide the equivalent of **four hours per week** for a full-time equivalent registrar.

2. Of this, a minimum of **one and a half hours** each week must be allocated for individual protected teaching time. These sessions should be face to face, but in exceptional circumstances they can be done remotely. In these cases prior agreement of the registrar and the teacher is required.

3. The remaining time can include informal question and answer discussions, observed consultations, review of patients or problems, formal review of recorded consultations, and other activities relating to the learning support requirements of the registrar.

Patient feedback survey (F)

Conducting one patient feedback survey using the Doctors' Interpersonal Skills Questionnaire (DISQ). This is usually done during Attachment 1.

Medical audit (F)

Conducting one audit of medical practice on a topic of choice, and presenting the findings to the practice, teacher, or seminar group. This is usually done during Attachment 1.

In-practice visit (F)

Undergoing observation by a local medical educator of consultations and a teaching session in your practice and submitting all required paperwork. One per attachment (two across the year).

Video reviews (F)

Video-recording your own consultations with patients and reviewing these with the medical educator and/or teacher or in the seminar group. Two per attachment (four per year).

Community visits (F)

Visiting community service providers and/or observing in specialist general practice clinics. Maintaining a log. A minimum of five per attachment (10 per year)

After-hours or acute care sessions (F)

Participating in acute clinics in your practice, local after-hours or accident and medical centres with supervision by a Fellow, with the focus on acute care, not on scheduled patients. A minimum of five per attachment (10 across the year). Each session must be 4-5 hours long.

GPEP written mock examination (F)

A trial experience of the College's written exam conditions and content, usually in August/September.

The written mock examination is conducted online during one of your seminar days whereas the end-of-year written examination is paper-based.

GPEP clinical mock examination (F)

Undergoing a trial experience of applied clinical consultation conditions. Usually in August/September.

Hauora Māori case reflection (F)

The case reflection is about a Māori patient that you have personally seen. The structure of the reflection is guided by the template available in Te Ara. It is a requirement to present the reflection either at a GPEP learning group meeting or at a practice meeting or similar. The completed reflection needs to be uploaded through your dashboard.. A minimum of one per year.

GPEP year 1 summative assessments

GPEP year 1 summative assessments consist of written and clinical examinations. As a prerequisite you need to have completed 80 percent of the GPEP year 1 requirements outlined in the Fellowship Pathway Regulations in order to be eligible to sit the clinical and/or written exams.

For both the clinical and written exams, the College holds mock exams in the months prior to the actual exams. These are held in various locations around the country and give you an idea of what to expect when it comes time to sit the end-of-year exams.

GPEP written examination (S)

The written examination is held in various locations across New Zealand, so you can attend in a place close to home. The exam is multi-choice questions (MCQs) and is split into two papers sat over the course of four hours (two hours per paper). This is held regionally on the same day, and normally takes place at the end of the GPEP year 1 in December.

Information about the GPEP mock and end of year written and clinical examinations will be made available on Te Ara during Attachment 1 (usually by May/June). This will include details about examination dates, locations, resources and other information to help you with examination preparation.

APPLIED KNOWLEDGE 1 (AK1):

80 multi-choice questions

APPLIED KNOWLEDGE 2 (AK2):

50 multi-choice questions

20 visual multi-choice questions

five laboratory MCQs and five ECG multi-choice questions.

GPEP clinical examination (S)

The clinical examinations are held in Wellington and run over the course of a week. There are ten (10) Objective Structured Clinical Examination (OSCE) cases, which candidates work through in numerical order. Each case is facilitated by trained actors and College examiners.

You are required to complete the 10 practical scenarios that you may come across in your role as a specialist GP. Actors playing the role of patients will present their symptoms and you will be assessed on how you investigate, treat, and communicate with the patient.



Dr Jason Tuhoë (Hauraki, Ngā Puhī, Ngāti Pikiao) enjoys the flexibility that general practice allows. For him that includes after-school playground visits with his tamariki.

NOTE: Assessment for Fellowship follows a rigorous process that is not restricted to what is reviewed on the allocated day. The assessors (and the censors who review the assessors' work) have access to everything you have submitted during the programme, so all your efforts count from day one. Every registrar will

inevitably have areas where they have struggled during their study. However, formative assessment means it is how you respond to feedback during that time and fill identified gaps that matters for your eventual success. Your progress and evidence of addressing issues opens the door to Fellowship.

Pūtea

Finance

All College members (which includes registrars on our training programmes) pay an annual membership subscription fee.

As a practice-employed registrar, you are required to pay for your own clinical and written exam fees, as well as your College membership fees.

Your salary will be paid by your practice. A list of all College fees can be found on our website.

Ngā rā whakata

Leave

Practice-employed registrars will have their leave entitlements outlined in their own employment agreement.

Please discuss your leave requests with your teacher and practice manager before you apply for leave.

Requests for annual leave need to be timely, and you need to consider the impact on patients in your care, how you will ensure continuity of care, any impact on your learning needs, and your professional responsibility.

COVID-19

If you test positive for COVID-19 and are unable to work, are waiting on a COVID-19 test result, or become a close contact, please ensure you speak to your practice manager and teacher and follow the practice's processes.

Ngā Pātai Auau

FAQs

Can I put my training on hold? What is the process and the implications?

In GPEP year 1 you can request a deferral of training, which means your course requirements would be suspended for exactly one year, once you are enrolled and active on the programme. For more information, refer to the [College's Fellowship Pathways Regulation document](#). Please email registrarsupport@rnzcgp.org.nz to discuss your options.

During GPEP year 2 and GPEP year 3 the length of an 'on hold' period is more flexible as the programme requirements are more individually paced. Where a registrar has placed their training 'on hold', they must have a current practising certificate and continue to work in the scope of general practice to comply with MCNZ requirements for recertification (as outlined in section 3.6.7 of your CEA) during their 'on hold' period.

These requirements must be completed and reported through the College's Annual Maintenance Programme (AMP) to MCNZ. There will be a form to fill out

and it must be completed and submitted to the College four weeks prior to your anticipated 'on hold' date

I want to withdraw from the programme, what should I do?

If at any time you would like to withdraw from the programme, the College requires all College- and practice-employed registrars to complete a [Request for change – GPEP1 Registrar](#) form.

What happens if I need to change to a new practice during an attachment?

Changes to placements must be pre-approved by the Admissions and Registrar Support team. Any applications must allow at least four weeks' written notice, to ensure all parties involved are given time to prepare for any changes. Practices must be Foundation Standard certified, have a College approved teacher and provide adequate on-site supervision to be accredited for teaching GPEP Year 1 registrars. This applies to both College and Practice-employed registrars.

If a complaint is made against me, how does it impact my place on the programme?

Finding out someone has made a complaint against you will never be a good feeling, no matter how long you've been on the job. A complaint may be made for reasons including:

Not meeting patient expectations

Being culturally insensitive

Negligence

Malpractice.

A verbal or written complaint could come from the patient or a member of their whānau. It could be justified, partly justified, or even entirely unjustified, and it may or may not be the fault of the GP. However, it is important to respond to every complaint promptly and professionally.

In the first instance let your teacher and your medical educator know of the complaint. They will be able to help you navigate through the concern. Your medical educator will advise the College if it is something of concern. Each complaint will be assessed individually and could result in additional teaching support or adjustments to your learning plan, or in serious situations could result in you having to leave the programme.

What does the practice have to provide (i.e. supervision and structured teaching time)?

The College has a contract with your practice to provide:

A teacher or College Fellow onsite with you for supervision

Four hours of teaching and support time for full time registrars (pro-rated for part-time), including a minimum of 90 minutes protected individual teaching time per week. The activities undertaken during teaching time will be structured, with a focus on the learning outcomes related to the GPEP curriculum and will include formal teaching activities, observed consultations, informal question and answer discussions, review of patients or problems and formal review of recorded consultation.

One day per week protected learning time for attendance at seminars, and other learning requirements

Adequate time, particularly at the beginning of attachment one, to practise safely and enable learning to take place within the consultation. Registrars should start with around five patients per half-day, in 30-minute appointments. When ready, the length of appointments will decrease and the number of consultations will increase while ensuring no more than 11 patients are seen in any single session.



What can I expect heading into GPEP year 2 and beyond?

The primary focus in years two and three of GPEP is to enable senior registrars to develop further their skills and knowledge in general practice.

Years two and three provide you with self-directed learning activities and assessments, supported by medical educators (MEs), Fellow supervisor and mentors, to enable you to reach your objectives, gain appropriate clinical experience, and consolidate your skills and knowledge sufficiently to achieve Fellowship.

Most assessments are formative (F) that involve ongoing engagement with your MEs, concentrating on one or two learning aspects at a time. A more focused approach helps you to identify and work on areas that need more attention. All formative assessments need to be completed before becoming eligible for a Fellowship Assessment Visit, which is detailed in the Fellowship Pathway Regulations. Including the Fellowship Assessment, there are two summative (S) components. It is important that throughout your training you are familiar with the version of the Fellowship Pathway Regulations applicable to your programme. **[The regulations are all on the College's website.](#)**

Me whai tautoko?

Need support?

Pastoral support

Practice-employed and self-funded registrars can receive pastoral support from the College by emailing **registrarsupport@rnzcgp.org.nz**.

You can also find more resources on the '[memberwellbeing](#)' page on the College website **rnzcgp.org.nz**

Registrar representatives

Each region will select one representative for the monthly meetings with the Learning team at the College. These meetings are an opportunity to share and compare feedback from your region and raise questions and concerns.

Health and safety

If you have any health and safety concerns regarding your teaching or your seminar days, please email **registrarsupport@rnzcgp.org.nz**

EAP

All College members can access free EAP services confidentially by calling 0800 327 669 (international number +64 9 353 0906). They have clinical psychologists, budget and financial

advisors, legal advisors, and other professionals ready to support you. Please mention The Royal New Zealand College of General Practitioners when you call and advise that you are a GPEP year 1 registrar. Visit EAP Services for more information: **eapservices.co.nz**

Whakatipu Group: Supporting cultural diversity on GPEP1

We recognise that language, immigration to another culture and working in a different health system can provide particular challenges, and we want to support you as much as possible.

The Whakatipu group provides extra teaching and support for GPEP1 registrars who have English as a second language or who registered in New Zealand through the NZREX exam or an equivalent exam overseas.

The programme is designed to augment the teaching and learning you already do on the regional seminar days. If you would like more information please contact Registrar Support at **registrarsupport@rnzcgp.org.nz** or speak with your local medical educator.