



Quality Standards for General Practice Teaching Practices and Teachers

The Royal New Zealand College of
General Practitioners
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Introduction

This document lists the Royal New Zealand College of General Practitioners Standards for General Practice Teaching Practices and Teachers. These Standards have been developed to ensure that trainees in general practice are assured of high quality learning environments for education and training experiences, teaching, supervision, mentoring and support.

General practice is a complex and highly skilled discipline that relies on the development of a sound therapeutic relationship. General practice trainees must learn to work with patients, whānau and the general practice team. They need to develop skills and knowledge required for vocational registration as a general practitioner, including diagnosis, decision-making, teamwork and educating. The College's Standards identify the features of high quality learning arrangements for general practice trainees that will promote the development of the skills needed to for them to become vocationally registered general practitioners.

The Standards statements are listed in the attached document. They are accompanied by guidelines to their interpretation (indicated in italics):

- The Standards for Teaching Practices identify the features of quality learning environments that provide trainees with necessary opportunities and experiences within a safe and supportive setting.
- The Standards for Teachers identify the essential skills, knowledge and approaches needed by teachers to develop learners and equip them for a general practice career. The relationship between the teacher and the student is fundamental to effective learning.

The College would like acknowledge the assistance we have had in developing these standards from our general practice teachers and medical educators. We would also like to acknowledge the direction given from other sets of teaching standards, including those of the Royal Australian College of General Practitioners, the Australian College of Rural and Remote Medicine and the Postgraduate Medical Education and Training Board of the UK.

TEACHING PRACTICE STANDARDS

Teaching practice standards

Standard P1: The practice meets the Standard for General Practice as set out in *Aiming for Excellence*.

P1.1 The practice is CORNERSTONE accredited or contracted to be working towards CORNERSTONE accreditation; or the practice has been assessed as meeting a similar College-approved general practice standard.

Standard P2: The practice enables trainees to develop the skills and knowledge needed by general practitioners.

P2.1 Provides trainees with their own clinical experiences and responsibilities, including making diagnoses and decisions at a level appropriate to the trainee.

P2.2 Provides a workload appropriate to the trainees' experience and educational needs.

It is recommended that a Year 1 registrar should see a minimum of 5 and maximum of 15 patients per half-day session. The number of patients seen in 3-hour sessions should never exceed 12. Trainees should be provided with opportunities to perform patient follow-ups and develop skills in continuity of care, and should not only be seeing casual walk-in patients.

P2.3 Provides trainees with the opportunity to see a broad range of patients with a broad range of conditions and to engage in a range of clinical experiences relevant to the discipline and specialty of general practice.

It is expected that trainees should see a mix of chronic and acute cases, across all patient demographic groups (as outlined in the Definition of General Practice, RNZCGP Fellowship regulations). Trainees should be provided with experience of dealing with patients on an ongoing basis (continuity of care), and should not only see acute walk-in cases.

P2.4 Enables the development of skills in teamwork, leadership, and teaching.

For example, through opportunities for the registrar to work with other members of the practice team, including educating other trainees in the practice.

P2.5 Provides trainees with opportunities to identify and visit appropriate community providers and to be included in community health initiatives.

For example, Māori providers, Pacific Island providers or allied health professionals.

P2.6 Provides trainees with opportunities to be involved in quality improvement activities, such as clinical audits, peer review systems, and practice management improvement processes.

Standard P3: The practice ensures that trainees provide safe and effective care to patients.

P3.1 Has sufficient staff (resources and capacity) to function effectively and safely.

Teaching practice standards

P3.2 Includes procedures to address any incident arising from the trainee in the Incident Management System.

P3.3 Informs the practice population and patients of the practice's involvement as a teaching practice.

Teaching practice notice templates are available on the training programme resources website.

P3.4 Has a procedure for obtaining consent from patients for observation of consultations.

P3.5 Has a procedure to ensure that arrangements regarding delegated supervision at times when the teacher is absent are known to the trainee and the practice staff.

The teacher (or delegated supervisor) should preferably be available on site, or should be contactable and at a close distance (preferably within 10 minutes' drive) to the practice. It is the teacher's responsibility to ensure that supervision responsibilities are delegated at times when they are not available. The registrar and the practice staff must be aware of the arrangements that have been made.

P3.6 Has policies which ensure support, appropriate to their level of training, for trainees involved in after-hours work and community activity work.

Practice policies should be in line with MCNZ policies on after-hours work for trainees and should include arrangements for the availability of the teacher or delegated supervisor. PGY1 trainees should be supervised on site for all after-hours work. It is preferable that trainees in the PGY2 year, and those in the first 6 months of GPEP1, also have on-site supervision. In all other cases, the requirement for supervision is as per P3.5 above.

For community activity work, the 'practice and community agreement form' must be completed by the practice and is available on the training programme resources website.

Standard P4: The practice ensures that trainees have access to facilities and equipment to support learning and skill development.

P4.1 Can provide enough rooms for the total number of staff, including trainees.

Can provide access to consultation rooms for all staff, including trainees, to allow them to effectively complete their required duties. These arrangements should include provision of a consultation room available for in-practice teaching including 'sitting in' and space for small groups and/or one-on-one meetings.

P4.2 Ensures that the consultation room available for trainees to see patients in is suitably equipped.

The practice requirements for clinical facilities and equipment are outlined in the Aiming for Excellence Standard for General Practice.

P4.3 Provides access to the internet for trainees.

Teaching practice standards

P4.4 Provides access for trainees to the electronic patient management system (PMS) and provides training in its use.

The practice requirements for PMSs are outlined in the Aiming for Excellence Standard for General Practice.

P4.5 Ensures that appropriate emergency medical equipment is available to the registrar and that training is provided in its use.

The practice requirements for emergency medical equipment are outlined in the Aiming for Excellence Standard for General Practice.

P4.6 Provides equipment which can be used to record consultations for teaching purposes.

This may be video equipment, a webcam, a digital camera or equivalent.

P4.7 Provides access to a range of clinical resources for trainees.

This should include texts and reference materials in hard copy or electronic format.

P4.8 Provides an organised learning environment, including after-hours cover, recall systems, complaints procedures, and scheduled staff meetings.

Practice requirements for these areas are outlined in the Aiming for Excellence Standard for General Practice.

Standard P5: The practice has a teaching plan to document how it will support the registrar.

P5.1 Ensures that practice arrangements have been made to allow for teachers and trainees to have sufficient teaching time to meet the learning needs of trainees.

Teaching arrangements may include group sessions but must also include some individual time. These arrangements must include protected teaching time of a minimum of 2 hours a week for PGGP trainees (PGY2) and 1.5 hours weekly for GPEP Year 1 registrars. Where senior trainees are being used to train junior trainees, protected teaching time for this purpose must also be made available, but should not replace senior trainees' protected teaching time.

P5.2 Provides opportunities for trainees to access a range of learning opportunities in accordance with training programme expectations.

Learning opportunities can include: access to CME, opportunities for off-site visits, release time to attend external educational seminars. Trainees should be supported to take up these opportunities.

P5.3 Arrangements have been made for teaching and learning if the teacher is absent.

The practice should have a documented plan for dealing with teacher absences, including unexpected absences. Note that if the teacher takes leave of longer than two weeks, the replacement would need to also be an accredited teacher.

Teaching practice standards

P5.4 Where trainees will be involved in more than one teaching practice, arrangements have been made for ensuring that trainees will have access to a teacher in each practice.

Trainee movement between practices should usually be organised through the College.

P5.5 Provides orientation for trainees to the practice.

The orientation process should include information about: patient population, teaching resources, the practice's Māori health plan, practice policies and information such as billing, staffing, appointments, continuity of care, rosters, nursing, after hours, community involvement, relationships with local Māori organisations, health providers and groups and other health care providers, educational strengths within the practice and support available to trainees if they require it.

P5.6 Provides access for a visiting teacher, to the facilities, resources and records necessary to provide effective monitoring and mentoring of the trainee.

This applies in cases where a trainee will be based in a single practice over the full year.

Standard P6: The whole practice team supports the registrar.

P6.1 Practice staff demonstrate understanding of, and commitment to, the roles and responsibilities of a support team in a teaching practice.

P6.2 The trainee has an opportunity to engage with other health professionals in the practice network.

Standard P7: The practice includes trainees in initiatives which demonstrate the importance of being responsive to the health needs and rights of Māori

P7.1 Meets the requirements for Aiming for Excellence Indicator 5: The practice acknowledges and is responsive to the special status, health needs and rights of Māori.

Practices who have achieved accreditation other than the full CORNERSTONE accreditation will need to demonstrate that they comply with this Aiming for Excellence indicator.

P7.2 Ensures that trainees are made aware of practice policies regarding the need to respect traditional Māori practices, and of the means for obtaining advice regarding appropriate actions when the established practice is not clear.

P7.3 Provides trainees with opportunities to be involved in the practice's relationships with local Māori whanau, organisations, and groups.

P7.4 Ensures that trainees are familiar with its Māori health plan and aware of practice initiatives to promote improved Māori health.

Practice requirements for responsiveness to Māori health needs and rights are outlined in the Aiming for Excellence Standard for General Practice.

P7.5 Provides trainees with the opportunity to participate in practice work to address the health needs of its enrolled Māori population.

Teaching practice standards

Standard P8: The practice ensures that trainees are aware of their responsibilities regarding the recognition of diversity of culture and background of the patient population

P8.1 Ensures that the orientation provided to trainees includes any aspects relating to the specific demographics of the practice patient population, and any practice policies regarding cultural safety.

P8.2 Ensures that trainees are provided with opportunities to develop their cultural competence skills.

P8.3 Ensures that trainees are aware of and comply with requirements for collecting, recording, and auditing patient ethnicity data.

These requirements are set out in the *Aiming for Excellence Standard for General Practice*.

GP TEACHER STANDARDS

Teacher standards

Standard T1: The teacher is experienced and qualified.

T1.1 Holds a current practising certificate from the Medical Council of New Zealand, with no conditions set on practice.

T1.2 Is a Fellow of the RNZCGP who holds vocational registration with the Medical Council of New Zealand.

T1.3 Is currently active in clinical general practice.

The teacher must practice for a minimum of two tenths in broad-based general practice related to the practice's patient demographic.

T1.4 Actively participates in the RNZCGP continuing professional development.

'Actively participates' is defined by successful completion of the last triennium requirements, and active reporting in the current triennium.

T1.5 Complies with teacher training requirements.

The teacher has attended a Royal New Zealand College of General Practitioner's new teacher workshop.

T1.6 Provides an appropriate role model for patient-centred consulting and communication skills.

The RNZCGP Criteria for Assessing Consultations are available as a guideline for expectations regarding consultation skills.

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T1.7 Provides an appropriate role model for record keeping which complies with legal and professional requirements.

These requirements are outlined in Aiming for Excellence, and can be self-audited using the RNZCGP Patient Record Audit of Medical Practice.

T1.8 Undertakes ongoing professional development in education and participates in ongoing teaching training activities.

A minimum of one day attendance per year at national and regional teacher training workshops is required, with other professional development activities in education undertaken when relevant.

T1.9 Participates in initiatives and / or education opportunities aimed at improving health equity.

T1.10 Maintains cultural competence and undertakes activities to develop their cultural understandings.

For example, undertaking Te Reo or Tikanga courses.

T2. The teacher supports and mentors the registrar.

T2.1 Takes overall responsibility for clinical and educational supervision of the trainee / trainees within the practice.

This should include providing adequate oversight where senior trainees are responsible for training junior trainees.

T2.2 Makes teaching time that meets the learning needs of trainees available to each trainee for whom they are responsible each week.

These arrangements may include group sessions, but should also include some individual time. The arrangements must include protected teaching time of a minimum of 2 hours a week for PGGP trainees (PGY2) and 1.5 hours weekly for GPEP Year 1 registrars.

T2.3 Delegates supervision responsibilities to another vocationally registered doctor, preferably available on site, if they are absent.

The teacher should preferably be available on site, or should be contactable and at a close distance to the practice. It is the teacher's responsibility to ensure that supervision responsibilities are delegated at times when they are not available. For after-hours work, PGY1 trainees must be supervised on site at all times. It is preferable that trainees in the PGY2 year, and those in the first 6 months of GPEP1, also have on site supervision. For trainees in the later years, supervisors should be contactable and at a close distance to the practice (ideally within 10 minutes' drive).

Teacher standards

T2.4 Ensures that trainees know how to get assistance at all times during the attachment, including during any after-hours work and during teacher absences.

It is the teacher's responsibility to ensure that the trainee and the practice staff are aware of the arrangements that have been made for supervision, and how the teacher or delegated supervisor may be contacted.

T2.5 Has mentoring skills which include effective communication skills, empathy, listening skills, reliability, and ability to maintain confidentiality.

T2.6 Recognises where trainees need additional support and recommends that they seek help when necessary.

For example, by consulting their own general practitioner.

T2.7 Ensures that trainees have undertaken required training in the principles of the Treaty of Waitangi - Te Tiriti o Waitangi: Partnership, Participation, and Protection.

Training is provided through the College, and it is largely the trainee's responsibility to ensure that they have undertaken this training, but it is the teacher's responsibility to ensure that trainees have attended training sessions and Māori health days and to suggest options if these sessions have been missed.

T3. The teacher monitors and assesses the registrar's progress.

T3.1 Maintains an up-to-date knowledge of the trainee's abilities and skills, including their need for supervision, and workload capacity.

Methods might include discussions with the trainee about their training and experience; observation of consultations and skills, case discussion; random review of case notes and documents; and assessment of performance at weekly teaching sessions.

T3.2 Provides regular observation and analysis of the trainee's consultations.

T3.3 Assists trainees to develop a learning plan which identifies learning needs and sets educational objectives

This may be done in conjunction with the regional medical educator.

T3.4 Supports trainees in completing their required programme formative activities.

T3.5 Provides regular, constructive and specific feedback.

T3.6 Appraises the trainee's performance and helps trainees to analyse their own performance.

T3.7 Provides support to trainees to prepare for professional exams and support where remediation is required.

T4. The teacher actively promotes trainees' learning.

Teacher standards

T4.1 Uses a range of teaching methods; for example, case review, random case analysis, videotaping, role-play, sitting in on consultations.

T4.2 Uses, recommends, and is familiar with up-to-date educational resources to help trainees achieve specific learning objectives.

T4.3 Keeps a record of structured teaching which is monitored against trainees' learning plans and learning needs.

T4.4 Encourages the development of leadership skills and promotes trainees' skills in educating others.

T4.5 Shares their knowledge of health equity needs and priorities with the trainees and enables development of the trainee's knowledge in this area.

T4.6 Ensures that their own clinical workload is compatible with their teaching commitments.

T4.7 Is familiar with, and bases teaching on, the RNZCGP Curriculum for General Practice.