

Quick Guides provide general advice.

EV Registrar Quick Guide to practice-based learning

It is the role of the registrar to drive and monitor their own teaching and learning whilst they are working in the practices. This should be undertaken in conjunction with discussion with the educational supervisors at the practice.

Orientation

Registrars who are commencing training usually spend the first day or two in orientation to general practice, sitting in with their supervisor/s or other doctors or the practice manager of the practice. During this time many of the logistics of general practice can be introduced, following up on the information presented at formal orientation. This orientation provides an important foundation to optimise the registrar's ability to successfully work within the practice. EV has orientation checklists available to both registrars and practices.

A similar orientation process should be undertaken at the commencement of each registrar placement.

Supervision requirements

Term	On-site Availability	Availability by Phone
GPT1/CGT1 - First month	100% Consulting time	Not applicable
GPT1/CGT1 - Remainder	80%	20%
GPT2/CGT2	50%	50%
GPT3/CGT3	25%	75%
ESP (GP)/CGT4	25%	75%

When off-site, the supervisor is available by phone or other reliable electronic means or ensure that an accredited supervisor is available on-site or by phone 100% of the time. The supervisor or delegate is able to attend a situation that requires back-up unless alternative arrangements have been made prior to the event with the registrar's consent (see Training Post Handbook/Website).

Rostering and patient bookings

After the first few weeks in a new training practice registrars will gradually increase their patient load. This will vary depending on the registrar's prior experience. Appropriate caseload for registrars is displayed in the table below.

GP Term	Average Patients per Hour	Maximum Patients
GPT1/CGT1 (first 1-2 weeks)	1-2	4
GPT1/CGT1 3 months	2-3	4
GPT1/CGT1 2nd 3 months	3-4	4
GPT2/CGT2	3-4	4
GPT3+/CGT3+	3-4	4

EV Registrar Quick Guide to practice-based learning

Supervisors should ensure that clinic staff who are involved in taking bookings are aware of the registrar's current schedule. Other important activities to keep in mind are appropriate rostering for EV education activities, administration time and protected teaching time.

Training time

Training Time	FTE Hours per Week		
	0.5	0.75	1.0
Minimum scheduled patient consulting time per week (Note 1)	13.5	20.5	27.0
Minimum number of days per week	2.0	3.0	4.0
Total working hours in a non-work-shop week	19.0	28.5	38*

*To be considered as full-time training, registrars must be working a total of 38 hours per week.

Practice-based learning

The educational supervisors are responsible for planning and coordinating the education of their registrars. This task can be performed alone, or in conjunction with other members of the practice team. Teaching occurs in the registrar's usual working hours and is part of their paid employment.

Other members of the practice team involved in teaching can include: additional accredited supervisors; other doctors; practice nurse; allied health staff or practice manager.

Weekly teaching times

Teaching times are dependent on the level of training of the registrar and are pro rata for GPT1/CGT1 and GPT2/CGT2 but not for GPT3/CGT3. There is no teaching time for ESP (GP)/CGT4.

Term	FTE Hours per Week		
	0.50	0.75	1.00
GPT1/CGT1 (1 hr formal structured)	1.50	2.25	3.00
GPT2/CGT2 (0.5 hr formal structured)	1.00	1.00	1.50
GPT3/CGT3 (structured)	0.75	0.75	0.75
ESP (GP)/CGT4	0.00	0.00	0.00

Teaching should ideally be booked first thing in the morning or after a break to ensure that it is not deferred because of running late.

Teaching sessions should be driven by the registrar and be negotiated with them. They should be at an appropriate level considering the registrars' knowledge and experience. Combined registrar learning sessions are only acceptable if ALL registrars' learning needs are being met.

Registrar feedback is expected and should be encouraged.

Recommended activities for the weekly structured face-to-face teaching

- Tutorial/educational sessions
- Case-based teaching
- Patient scenario discussion
- Discussions specifically addressing the registrar's learning needs
- Giving feedback on observed consultations
- Audits of clinical work
- Cultural education

The remaining paid time can be further formal activities and/or mentorship and support such as corridor teaching, end of day de-briefing, attending patients together, ward rounds, participation in practice-based clinical meetings and a limited number of practice management meetings provided that the registrar attendance is specifically structured as a learning event.

For current updates and policies please refer to the EV website.

Version 4

P: 1300 851 753
E: enquiry@evgptraining.com.au
W: evgptraining.com.au

15 Cato Street
Hawthorn Vic 3122
Suite B2, 50 Northways Road
Churchill Vic 3842

