

2014

Fellowship Training Program

The Education and Training Programs of
The Royal Australasian College of Medical Administrators

Supervisor Manual



RACMA
The Royal Australasian College
of Medical Administrators



SUPERVISOR MANUAL

2014

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Welcome

Dear Supervisor,

You have been nominated as the Supervisor of a RACMA Candidate who will train in the specialty of medical administration.

In the RACMA Fellowship Training Program the Supervisor is normally the Candidate's line manager or the person to whom the Candidate reports. In the role of Supervisor we ask that you:

- Familiarise yourself with the College and RACMA Medical Leadership and Management Curriculum and the role competencies RACMA expects the Candidate to attain by the end of each year of their training program.
- Be actively involved in the development and endorsement of the Candidate's Annual Training Plan (ATP) at the beginning of each academic year
- Be actively involved in monitoring the progression of the Candidate through regular, scheduled meetings and the completion of the 6 monthly In Training Assessment (ITA) Report (June and November)
- Participate in RACMA's site visit for the accreditation of training posts
- Support and facilitate the Candidate's access to workplace experiential opportunities so they can develop competence in medical management and outlined in their agreed Annual Training Plan
- Enable the candidate to access external opportunities to visit or work in other health settings or training posts should this be agreed as the most appropriate way to address gaps that may be identified in their medical administration training.
- Provide the appropriate supervision for the level and capability of the Candidate, for example:
 - Novice (N) (usually first year trainees) – a Candidate will require close or direct supervision and instruction and has little or no concept of dealing with complexity
 - Apprentice (A) (usually second year trainee) – a Candidate will require direct and indirect supervision, will be able to achieve some steps to an acceptable standard using own judgement, but supervision needed for overall task
 - Competent (C) (usually a final year trainee) – a Candidate will be able to achieve most tasks using own judgement; fit for purpose, though may lack refinement

Inside this Supervisor's Pack you will find further information on RACMA, your role as supervisor, key contacts in RACMA Jurisdictional Committee and the RACMA National Office, the College training calendar and other important events.

In addition, to support Supervisors further, RACMA invites you to participate in a series of teleconferences aimed at informing and supporting Supervisors of RACMA Candidates. This is part of RACMA's Faculty Education Program, please check the RACMA website for further details www.racma.edu.au.

Should you have any queries on your role as Supervisor of a RACMA Candidate, please contact Anna Lyubomirsky at the College on (03) 9824 4699.

Wishing you all the best in your role as Supervisor

Dr Donna O'Sullivan
Chair, Training Committee

Section 1: Introduction

1.1 Foundation of The Royal Australasian College of Administrators (RACMA)

The Royal Australasian College of Medical Administrators was founded with the aim of promoting and advancing the study of health services management by medical practitioners. From its beginnings in 1967, with 279 founding Fellows, the College has grown to the place where it now has approximately 900 Fellows, Associate Fellows, Affiliates and Candidates (trainees) throughout Australia, New Zealand and Hong Kong. The College is formally affiliated with the Hong Kong College of Community Medicine.

The formation of the College in September 1963 was a response to the need for “a professional association dealing with the specialty of medical administration”. Since that time the specialty of medical administration has continued to evolve.

The last decade has seen an increased focus on clinical governance with Fellows leading risk management and quality, performance management of medical staff, professional development and credentialing. With the introduction of middle line management positions in larger hospitals, the Fellow is now more involved in strategic health service issues and funding.

While the key competencies historically defining the medical administrator have not changed, the significance of leadership, medical workforce management, communication and collaboration, negotiation and conflict resolution have been heightened. The specialist medical administrator must be skilled in strategic thinking and influencing skills rather than the power inherent in line authority if they are to achieve their vision and performance outcomes.

There is no point of comparison anywhere in the world for the College’s delivery of RACMA’s medical specialty training. RACMA believes that being a formally accredited College provides a means of developing and enhancing standards of professional medical management, credible networks, and assistance to our membership in a way that cannot be replicated in a non-College environment. It also provides the means to interact formally with clinical colleagues to further enhance health service delivery and health care provision. The College is a member of the influential Committee of Presidents of Medical Colleges,

Australia. RACMA is also a founding member of the World Federation of Medical Managers (WFMM)®.

1.2 World Federation of Medical Managers (WFMM)®

In September 2010, a meeting of invited international clinical leaders was held in the Council Chambers of the Hong Kong Academy of Medicine, Hong Kong, ahead of the joint annual conference of the Royal Australasian College of Medical Administrators (RACMA) and the Hong Kong College of Community Medicine (HKCCM). There were representatives from Australasia, Hong Kong, Canada, UK, Ireland, Italy and Indonesia at the meeting with apologies from USA, China and Canada.

The World Federation of Medical Managers® (WFMM) was formed. The WFMM has continued to grow. Since then, and annually, the WFMM holds the International Medical Leaders Forum (IMLF) in a member country. To date, annual meetings have been held in Vancouver, San Francisco, Rome and in 2014 the IMLF will be in London. Further information about the WFMM can be found at <http://www.wfmm.org/>.

1.3 Organisation and Governance Structure

The College has a governance structure and is supported by the Chief Executive and the National Office, located in Melbourne, Victoria at:

Suite 10, 1 Milton Parade
Malvern, Victoria, 3144
Phone: +61 3 9824 4699
Fax: +61 3 9824 6806

For further information, see the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=450&Itemid=91

1.4 RACMA Vision

'RACMA will be valued by our membership, and recognised internationally, as the Australasian medical college that provides professional education, leadership, advice and expertise in medical management that promotes safe and effective healthcare.'

1.5 RACMA Mission

The RACMA mission as defined in its Constitution:

- To examine Medical Practitioners seeking recognition as specialist medical administrators and to admit to Fellowship Medical Practitioners who have attained specialist qualifications and/or specialist expertise in medical administration.
- To provide continuing education to Medical Practitioners to assist them to acquire and maintain skills and competence in medical administration.
- To support Medical Practitioners who are not specialist medical administrators to develop leadership and management skills.
- To assess the competence and performance of Fellows and Associate Fellows and to offer education, training, remediation and support to Fellows and Associate Fellows whose competence and/or performance is assessed as being below an acceptable standard.
- To promote and advance the study of the principles and practice of health services leadership and management by Medical Practitioners.
- To educate the public and other health care professionals about health leadership and management and medical administration.
- To support research in the field of health leadership and management and medical administration.
- To provide advice and to make submissions and representations to governments, political parties, authorities and other bodies on issues relevant to health leadership and management and medical administration.
- To liaise with other medical colleges and representative bodies.
- To undertake other activities to promote the specialty of medical administration and/or to provide services to members.

1.6 Affiliation

There are a number of ways that people can be affiliated with the College:

Fellows: Fellowship is recognised as a specialist medical qualification by the Australian and New Zealand Medical Councils. Fellowship entitles the holder to use the post-nominals FRACMA and receive a College testamur. The minimum requirements to attain Fellowship are:

- Completion of an undergraduate medical degree recognised by the RACMA Board
- A minimum of three years post-graduation clinical experience
- Current registration as a medical practitioner
- Completion of a training program approved by the RACMA Board
- Successful pass of the RACMA Fellowship Examination
- Commitment to participate in the College's continuing education program
- Continued good standing with the College

Associate Fellows: Associate Fellows are registered medical practitioners who have an interest or involvement in medical administration. Associate Fellows are entitled to use the post-nominal AFRACMA and receive a College testamur. The minimum requirements to become an Associate Fellow are:

- A minimum of three years of clinical experience
- Current registration as a medical practitioner
- Involvement in medical management activities
- Completion of the AFRACMA training program
- Commitment to participate in the College's continuing education program.

Associate Fellows may see this as a first step to enrolling in Candidacy for full Fellowship.

Affiliates: Medical practitioners who have an interest or involvement in medical administration, and who may see this as a first step to enrolling in Candidacy for full Fellowship. The minimum requirements are:

- A minimum of three years of clinical experience
- Current registration as a medical practitioner
- Involvement in medical management activities

Candidates: Medical practitioners who are undertaking training in the RACMA Fellowship Training Program. There are several pathways to Fellowship including the Standard (minimum three year) and Accelerated (for senior clinicians with senior management experience) pathways.

Young Doctors: Medical students or interns that have enrolled for the Young Doctor's Program because of an interest in medical administration.

To meet its educational commitments and to communicate with its membership, the College hosts regular meetings, conferences, teleconferences, discussion forums and workshops. It also provides mentoring and coaching to Candidates and Faculty. RACMA also maintains a web site and publishes a quarterly journal and distributes monthly e-newsletters. RACMA creates opportunities to publish and encourages its members to join various State and National Committees within the College.

1.8 Medical Administration Defined

The role of the medical administrator is defined as:

“Administration or management utilising the medical and clinical knowledge, skill, and judgment of a registered medical practitioner, and capable of affecting the health and safety of the public or any person. This may include administering or managing a hospital or other health-related service, or developing health operational policy, or planning or purchasing health services”.

Doctors receive training in areas such as national health systems governance, health law, health economics and health care financing, health care organisation, human resource management, communications and collaboration with diverse and sometimes conflicting stakeholders, education, strategy and change management. These competencies are essential in the medical leader.

Section 2: Fellowship Training Program Overview

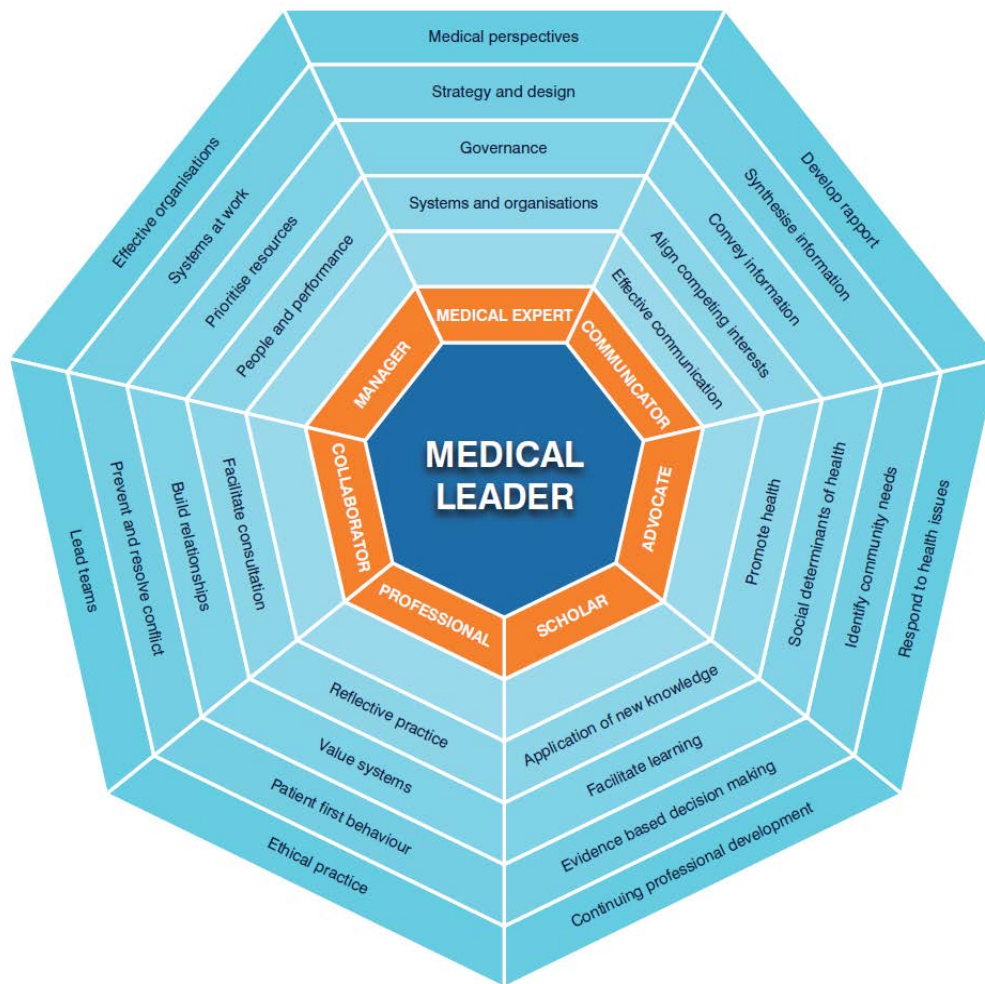
2.1 Fellowship Training Program (FTP)

The RACMA Fellowship Training Program (FTP) is an advanced training program that offers a professional qualification and eligibility for specialist registration in medical administration. Training requires a minimum of three years full time and must be completed in a maximum of eight years if undertaken part time.

2.2 RACMA Competencies

The Medical Leadership and Management Curriculum identifies the specific capabilities and competencies required to attain Fellowship and reflects those needed for medical management and leadership practice.

Figure 1: RACMA Medical Leadership and Management Curriculum



The RACMA core competencies each require acquisition of the knowledge, skills and behavior relevant to medical management. The competencies, their achievement and assessment are outlined in the RACMA Medical Leadership and Management Curriculum on the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=393&Itemid=104

Training is delivered through a mix of face-to-face workshops, online learning opportunities, interactive exercises, workplace experience, mentorship from senior medical administrators, a research project and assessments to ensure outcomes are being achieved. Major training components are described below:

- Supervised workplace practice in medical management - workplace training undertaken for the development of the medical leadership and management competencies. This period is defined by the training experiences and activities in a workplace environment aligned with the College Leadership and Management Curriculum. As the Supervisor, you will guide the Candidate in selecting experiences and opportunities to develop their competencies.
- Formal academic studies of a Masters program at an approved university - to provide theoretical knowledge underpinning the experiential components of the Fellowship Training Program in medical administration:
http://racma.edu.au/index.php?option=com_content&view=article&id=398&Itemid=112
- RACMA Fellowship Training Program and its Assessment - the education activities comprise a variety of workshops, resources, webinars, learning sets, and online modules. The ability to deliberately grow one's medical administrator capacity is facilitated through an emphasis on self-awareness, self-reflection, and self-management throughout the term of the program.
- Assessment Activities – Regular assessment activities are organised each year and are articulated in the Training Calendar for that year.

See the Training Calendar on the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=656&Itemid=373

Training may be undertaken at a single health service (as many trainees occupy substantive positions), although Candidates are strongly advised to diversify their training. Each Candidate has both an on-site Supervisor and a College appointed Preceptor for the duration of their training. When a Candidate changes their employer during their training, they must ensure the training post is accredited. Candidates are required to advise the College of changes of Supervisor or if they relocate employment or rotate to a new training post (registrars). A new College Preceptor (see below) may be allocated only if the

Candidate moves between states, the Preceptor moves between states or the Candidate requests a new Preceptor.

2.3 Accreditation of Training Posts

The RACMA Fellowship Training Program requires a minimum of three years full-time or equivalent, supervised medical management experience in a recognised workplace. All training posts of Candidates in the Standard Pathway will be accredited by the College.

Accreditation of training posts is to ensure continuous quality assurance in the delivery of the RACMA Fellowship Training Program. Accreditation requires joint governance with training organisations to ensure compliance with training standards, with both parties concentrating on educational outcomes and continuous quality improvement. An evaluation framework, mapped against the College's curriculum, will identify any deficiencies and minimise variation in the quality of training across training organisations.

Accreditation visits involve a panel of three College personnel, two senior Fellows and a representative of the National Office visiting the site for up to 3 hours.

During this time the Accreditation Panel will meet with the Chief Executive Officer or Senior Management representative, a Human Resources representative, the Supervisor of the training post and the Candidate.

The elements against which RACMA assesses a training post for accreditation are:

- Training Program: Education, training and learning opportunities, organisational governance structure, organisational services and equipment and research opportunities,
- Candidate Support: Infrastructure, facilities and education resources,
- Governance: Governance, safety and quality assurance, supervision and provision of workplace experiences and profile of work.

2.3.1 Minimum Standards for Training Organisations

All Facilities requesting accreditation must have:

1. Established medical management structure and positions in a health care organisation
2. Organisational commitment to, and understanding of, training for Medical Colleges
3. Organisational focus on quality outcomes in teaching, research and patient care outcomes
4. Defined position description for proposed position, with line of authority, delegation and responsibility clearly articulated in an organisational chart
5. Minimum office conditions including, desk, computer, internet, library access and audio/video conferencing as required
6. Access to workplace experiential training opportunities,
7. Commitment to release the trainee for compulsory RACMA activities, including workshops and assessment components
8. Commitment to regular contact between the RACMA Preceptor, Candidate and Supervisor, as least four times per annum.

2.3.2 Minimum Standards for Training Positions

It is advisable that all Supervisors familiarise themselves with the minimum standards for training positions.

Novice/Apprentice Level Candidate Accreditation minimum standards:

- Access to a FRACMA Supervisor on site (preferably in same work unit) or suitably experienced supervisor
- Stable medical administration or Supervisory support staffing to allow continuity in first year
- An understanding of the difficulties of transition from clinical to management roles, with defined strategies to facilitate this transition
- Ability to negotiate job roles for trainee within the organisational context mapped against the College competencies to maximise learning opportunities

Apprentice/Competent Candidate Accreditation requirements:

- Genuine responsibility in work role
- Direct Supervisor supportive of ongoing education, progressing to examination, for trainee
- Diversity of responsibility, with a degree of organisational flexibility to allow supervised exposure to areas of identified competency limitations so that these competencies may be further developed
- Access to peer support, either on site or through telecommunication means, is encouraged or facilitated.

Further information on the Accreditation of Training Posts can be found on the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=61&Itemid=272

Accreditation of Training Post Policy:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=27:accreditation-of-training-posts&catid=1:college-policies&Itemid=132

2.4 Training Pathways

2.4.1 Standard Pathway

The Standard Pathway is for medical graduates with a minimum of three years clinical experience who are moving into medical management roles. Candidates on the Standard Pathway will:

- Complete formal academic studies in a university masters degree program that is recognised by the College
- Satisfactorily complete three years full time equivalent supervised workplace training and preceptorship
- Undertake and pass a College-based series of workshops, online activities, case study and other written work as detailed in the College Handbook
- Achieve a satisfactory grade in the College's oral examination
- Be in good standing with the College

Standard Pathway Candidates can be employed in a substantive position ie; Director of Medical Services or in a registrar position subject to rotational arrangements.

Registrar training programs are run in Victoria, Queensland, New South Wales, South Australia, Tasmania and Western Australia. Training post placements are available in both the public and private sectors in these jurisdictions

Further information on registrar training programs can be found on the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=523:registrar-training-program-network&catid=90:latest-news

2.4.2 Standard Pathway with Recognition of Prior Learning (RPL) (12 months RPL)

Applicants for Candidacy who already possess formal qualifications at postgraduate level, and have significant prior experiences leading to acquisition of competencies in medical management may apply for Advanced Standing for a reduction in the length of training time (up to 12 months) in the Fellowship Training Program.

2.4.3 Clinical Specialist/Senior Advisor Pathway (CSP/SAP) (18 Months RPL)

The Clinical Specialist/Senior Advisor Pathway (CSP/SAP) for clinicians with at least five years specialist experience and who hold senior clinical leadership or senior advisor roles. Candidates would be granted 18 months RPL, requiring them to complete 18 months full time equivalent supervised management practice before presenting for Oral Examination. This is a new pathway.

2.4.4 Senior Medical Executive / Manager Pathway (previously Accelerated Pathway) (24 months RPL)

This pathway recognises the need for RACMA to offer a pathway for OTS/IMG and other doctors with senior executive experience. This will include a collegial relationship with a senior FRACMA. Applicants for the Senior Medical Executive / Manager Pathway entry to the RACMA Fellowship Training Program must at a minimum meet all the requirements for Standard Pathway entry to the RACMA Fellowship Training Program and will need to demonstrate that they have relevant existing competencies (advanced standing) which

qualify them for entry to a modified training program with 24 months Recognition of Prior Learning (RPL).

All applicants for accelerated pathway entry must have current practicing medical registration in Australia or New Zealand

Attributes

Potential Candidates for the Senior Medical Executive / Manager Pathway entry to the RACMA Fellowship Training Program should have the following attributes:

- an interest in the broader issues of healthcare
- a commitment to clinical and medical professional governance
- a commitment to positively influencing health outcomes in Australia
- an undergraduate medical degree from a recognised Australian or New Zealand or Hong Kong university or equivalent
- current practicing medical registration in Australia or New Zealand or Hong Kong
- postgraduate medical experience
- demonstrated experience in medical leadership and management roles
- demonstrated ongoing learning about management and leadership

Postgraduate studies e.g. Fellowship of another specialist medical college or formal postgraduate studies in health or business management from a RACMA recognised university, would be an advantage.

2.5 Government Funded Training Posts

RACMA has training posts funded through the State governments and the Commonwealth Department of Health's Specialist Training Program (STP).

For further information on the STP Program, please visit the Department of Health website:

<http://www.health.gov.au/internet/main/publishing.nsf/Content/work-spec>

or the RACMA website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=488&Itemid=356

Section 3: Supervisors

A requirement of the RACMA Fellowship Training Program (FTP) is that the Candidate completes the equivalent of three years full time supervised medical management experience in the workplace. This experience will be gained in an accredited training post during which time the Candidate will have a Supervisor and a College allocated Preceptor.

The Supervisor is normally in a substantive position within the Candidate's organisation and is the Candidate's line manager. The Candidates will require direct or one-on-one contact with the Supervisor for discussion, review and reflection about learning experiences. Candidates should have regular and scheduled weekly access to their Supervisor, and the Supervisor is expected to report on the Candidate's progress twice per annum to the College. Supervisors are expected to meet with the Preceptor of the Candidate at the beginning of each year and each June and November to formally assess the Candidate's progress and complete the In-Training Assessment Report (ITA).

The academic and workplace experiential components of the FTP are generally completed concurrently, to provide integrated theory and practice. The assessment components of the FTP are completed at regular intervals to monitor the progressive development of knowledge and skills. Candidates meet regularly with Supervisors to discuss progress and report experiences.

For further information on supervised practice, please go to the RACMA website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=441&Itemid=237

3.1 RACMA Supervisor's Checklist 2014

Item	What is required	When
RACMA Medical Leadership and Management Curriculum	Familiarisation with the College role competencies and suggested learning activities. http://www.racma.edu.au/index.php?option=com_content&view=article&id=393&Itemid=104	Throughout the period of training.
Annual Training Plan (ATP)	Assist the Candidate to develop and document their ATP. Sign off on the ATP. http://www.racma.edu.au/index.php?option=com_content&view=article&id=481&Itemid=239	At the commencement of training and annually thereafter in accordance with the annual training calendar.
In-Training Assessment Report (ITA)	Complete ITA reports with the Candidate. http://www.racma.edu.au/index.php?option=com_content&view=article&id=493&Itemid=238	Bi-annually (June and November)
Supervised practice time evidence	Confirm the Candidate's time in supervised Medical Administration practice with the 'Time in Supervised Practice Declaration' form: http://racma.edu.au/index.php?option=com_docman&task=cat_view&gid=58&Itemid=154	Bi-annually (June and November) with the ITA.
Supervision	Provide regularly meeting times to give formative feedback to the Candidate. Some Supervisors meet weekly. Arrange a meeting in your capacity as a supervisor and your employee as a Candidate.	Throughout the period of training.
Workplace experiential opportunities	Facilitate access to workplace experiential training as suggested in the RACMA curriculum and relevant to the Candidate's ATP. Make observations and provide feedback.	Throughout the period of training.
Study leave	Facilitate access to study leave for Fellowship training activities. e.g: Workshops, Teleconferences, Webinars, Exams, etc.	In compliance with the agreed Annual Training Plan (see RACMA Training Calendar) http://www.racma.edu.au/index.php?option=com_content&view=article&id=656&Itemid=373

Professional Development	Facilitate access to professional development entitlements / allowances.	As required in the course of the FTP (see RACMA Training Calendar) http://www.racma.edu.au/index.php?option=com_content&view=article&id=656&Itemid=373
Research Training Program (RTP)	Assist the Candidate with research questions and facilitate access to: - data - Ethics committee/s Link to RTP: http://www.racma.edu.au/index.php?option=com_content&view=article&id=483&Itemid=242	See Training Calendar for various submission requirements e.g. Year 1 webinar and research proposal, Year 2 oral presentation, years 3/4 research paper submission
RACMA accreditation site visit	Facilitate and participate in the site visit.	As required by RACMA
Performance Review	Participate, if available to the Candidate on site. Discuss with the Candidate.	Annually
Peer Review and Self Audit - 360° Performance Review	Participate and discuss with the Candidate.	In the Candidate's final year of training.
Preceptor/s	Liaise with the Candidate's Preceptor to monitor Candidate requirements and progress, discuss concerns, etc.	At least four times per annum
RACMA Jurisdictional Coordinator of Training (JCT)	Meet or discuss with the JCT the progression of the Candidate.	If issues with Candidate progression in the FTP have been identified.
RACMA National Office	If you need something, contact us (03) 9824 4699 or see the RACMA website for further details: http://www.racma.edu.au/index.php?option=com_content&view=article&id=412&Itemid=128	As required

3.2 Role of Supervisors

The Supervisor is the line manager of the Candidate.

There will be circumstances when the Supervisor is not a FRACMA. Where the supervision is not by a FRACMA, the Preceptor and the Jurisdictional Coordinator of Training (JCT) will provide additional induction and support for the Candidate and Supervisor and have oversight of the Candidate's progress in the training program.

The Supervisor is expected to:

1. Ensure that the Candidate has adequate supervision at all times. The College will monitor the level of supervision via the In Training Assessment reports, accreditation, Annual Training Plan and surveys. Shared supervision will be accepted, provided the College is informed, and one supervisor is nominated as the primary supervisor. This will always be the case for Candidates in remote locations and where additional remote supervision is required.
2. Ensure a secondary supervisor is available to provide continuity of supervision and support when the primary supervisor is on leave.
3. Assist the Candidate develop experiential skills and training outcomes required to accomplish their Fellowship in Medical Administration. Each year they will assist the Candidate to document an Annual Training Plan (ATP) and review and report on this progress twice per annum using the In-Training Assessment (ITA).
4. Engage with the Preceptor and JCT to discuss the Candidate's progress.
5. Familiarise themselves with:
 - this Supervisor Manual
 - the RACMA training calendar
 - the requirements for training as set out in the RACMA Handbook: www.racma.edu.au
 - the RACMA Medical Leadership and Management Curriculum

- the College website where information about College policies and training is regularly updated e.g. appeals processes, candidate application processes, assessment and supervisor, competencies and workshops
- supervisor reporting requirements, e.g. ITA, ATP

In the event that there is a difficulty with the Candidate's progress in the Fellowship Training Program, the Supervisor should discuss any issues with the Candidate's Preceptor initially, and then with the Candidate's JCT.

In the event of interpersonal difficulties between a Candidate and Supervisor, either party may seek assistance from the Candidate's Preceptor, JCT or the National Office.

The Supervisor is expected to advise the National Office, the Preceptor or the JCT of any changes or problems in the training environment that may affect the quality of the training.

3.3 Supervised Practice

RACMA has developed a list of competencies within the key competency domains, with some workplace activities that support the development of these competencies. These workplace training experiences contribute to development of capability and competency in key curriculum areas as required for the oral examination.

Supervised Practice:

http://racma.edu.au/index.php?option=com_content&view=article&id=441&Itemid=237

3.4 Preceptor and Supervisor Reporting

3.4.1 Annual Training Plan (ATP)

Each Candidate is required to develop and submit an Annual Training Plan for each year of training, in consultation with their Preceptor and Supervisor. The Annual Training Plan should include educational activities organised by RACMA and external and workplace based activities which will develop skills and knowledge required for successful completion of the RACMA Fellowship Training Program. The previous year's (if applicable) In-Training Assessment Report will also inform the development of the Candidate's Annual Training Plan and the mid-year In-Training Assessment Report may trigger a review of the current year's Annual Training Plan.

Process

- The Candidate initiates a meeting with their Supervisor and Preceptor to develop an ATP
- If the Candidate will rotate through more than one training post during the year, this information should be recorded on the ATP
- The Plan is agreed to and signed by the Candidate, the Supervisor and the Preceptor
- The Candidate submits a copy of the signed ATP to the RACMA National Office via the eETP submission tool, by the date advised in the National Training Calendar.

Responsibilities

- The Candidate is responsible for initiating arrangements for the development of the ATP and its maintenance and achievement.
- The Candidate is responsible for ensuring that all completed documentation relating to their candidacy is lodged with the RACMA National Office
- The Supervisor and Preceptor will conduct reviews with the Candidate to support and monitor progress
- The National Office will enter all relevant data in the College education database

Suggested Workplace Activities that Satisfy Key Competencies

The RACMA Medical Leadership and Management Curriculum outlines workplace activities to satisfy key FTP competencies.

See RACMA Medical Leadership and Management Curriculum, page 28 at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=393&Itemid=104

A copy of the Annual Training Plan will be signed by the Candidate, Supervisor and Preceptor and lodged with the RACMA National Office. Further information on the Annual Training Plan can be found at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=481:annual-training-plan&catid=4:candidates-corner&Itemid=239

3.4.2 In-Training Assessment Reports (ITA)

The College ensures that the required competencies are achieved through the review of progression through competencies and attainment of skills between the Candidate, Supervisor and Preceptor. This review is documented in the In-Training Assessment Report and conducted in June and November each year.

The Candidate's Supervisor must complete the In-Training Assessment Reports, in conjunction with the Preceptor, during the period of the Candidate's training. These reports require the Supervisor to specify the training activities and experiences that the Candidate has been involved in over the previous 6 month term and the core competencies achieved through these experiences. Any training gaps that are identified may form the basis of a review of the Annual Training Plan for the current period and should also form the basis for strategies to overcome gaps.

These reports are reviewed by the Candidate's Preceptor. The Preceptor and Candidate then plan areas in which the Candidate requires further experience to achieve the core competencies. Should the Preceptor have any concerns regarding the Candidate's workplace or progress, they can be discussed with the Jurisdictional Coordinator of Training. Further information on the In-Training Assessment report can be found at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=493:in-training-assessment-report&catid=4:candidates-corner&Itemid=238

3.4.3 Research Training Program (RTP)

The aims and objectives of the Research Training Program (RTP) are to allow Candidates to demonstrate their knowledge, understanding and skills in undertaking research in the specialty of medical administration.

Candidates will:

- Identify and define a significant issue relevant to the practice of medical administration such as health services delivery, best practice or clinical governance
- Undertake a collection of relevant and current information about that issue
- Analyse, interpret and discuss this information in the appropriate health service evaluation research practice
- Draw conclusions and make recommendations relating to the issue identified, and
- Write and present a research paper.

Supervisors are required to support Candidate access to research for the purpose of meeting the requirements of the RTP, for example, in the access of health service data and a Human Research Ethics Committee (HREC).

Further details on the RTP requirements, the RTP Handbook and resources can be found on the website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=483&Itemid=242

3.5 RACMA Training Calendar

The RACMA Training Calendars are set on the basis of activities for Candidates in their first, second and third years of training respectively. Those Candidates who are commencing with 12 months of recognised Prior Learning (RPL) should refer to the relevant Training Calendar. Continuing Candidates who are not sure in which year they are placed due to a number of outstanding tasks in the program should refer to the Calendars and identify what tasks they still have due for submission to complete the requirements of the Candidacy Program. For any questions please call the Training Program Administrator or the National Education and Training Program Manager at the National Office on +61 3 9824 4699.

Candidates and Supervisors are strongly encouraged to familiarise themselves with the RACMA Training Calendar at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=656:2014-national-training-calendars-&catid=4:candidates-corner&Itemid=373

Submission of work must be in line with the due dates in the training calendar for each cohort or Candidates. Extensions of time for the submission of work may be requested, for further information, please see RACMA Regulation: *Marking and Requesting an Extension for Written Work in the Fellowship Training Program* at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=32:marking-and-requesting-an-extension-for-written-work-in-the-ftp&catid=2:college-regulations-and-guidelines&Itemid=133

3.6 Changes to Training or Interrupted Training

The Fellowship Training Plan is tailored to each individual's needs and requirements and this may incorporate part-time training.

The training period should not exceed six years, which allows for interruption and part-time training periods. If this is not possible, the Candidate will need to discuss this with their

Preceptor and Jurisdictional Coordinator of Training. If necessary, an extension may need to be sought.

When an individual Candidate wishes to undertake medical administration training on a part-time basis (often in conjunction with clinical work or training), they need to discuss this with their Preceptor and Supervisor to determine if this is possible in their workplace. Part time training also applies to a Candidate who works 1.0 Full Time Equivalent (FTE) with a reduced time fraction in medical management, for example, only 0.5 FTE in medical administration.

Candidates may interrupt their training for a maximum period of two years, after which time they will be required to recommence training and complete their training program within the specified maximum period of 8 years. If a Candidate does not complete their Fellowship training and successfully pass the examination within this period, they will need to show cause as to why their Candidacy should not be revoked.

Candidates who wish to interrupt or defer from their training must complete the leave form on the RACMA website, clearly stating the reasons for the interruption eg sickness, family leave, change of employment, and the date they intend to resume training. Interruption of training is subject to approval by the Education and Training Committee and will incur a deferred training fee.

Should a Candidate complete all requirements of the FTP and be unsuccessful at the pre-fellowship exams, the Candidate will be required to continue in supervised practice and submit bi-annual ITA reports until the Candidate has successfully passed exams.

Link to the policy for 'Supervised Practice in the RACMA Fellowship Training Program':

http://www.racma.edu.au/index.php?option=com_content&view=article&id=636:supervised-practice-in-the-racma-fellowship-training-program&catid=1:college-policies&Itemid=132

3.7 Faculty Education Program - Supervisors

An online eInduction module has been created for Faculty.

RACMA has also scheduled a series of teleconferences as part of its Faculty Education Initiatives for 2014. The teleconferences are to enhance Faculty engagement with the Candidate Preceptors and Supervisors to discuss matters related to the Fellowship Training Program and to provide training to Preceptors and Supervisors on the following:

- Formative feedback
- Learning Outcomes
- Workplace supervision and performance
- Research Training Program

The details for the teleconferences are:

Date	Topic
Tuesday 18th February	Introduction and Outline of FTP Calendar, Requirements, Accreditation, eInduction, Webinars etc
Friday 28th March	Research Training Program (RTP) Teleconference with Candidates, RTP Assessment and Requirements
Thursday 29th May	Formative Assessment, Learning Outcomes and Observational Practice
Wednesday 23th July	Summative Assessment and Preparing Candidates for Assessment
Wednesday 24th September	Candidate Progression Review Process

Further information can be found on the RACMA website at:

http://racma.edu.au/index.php?option=com_content&view=article&id=670&Itemid=384

3.8 College Policies, Regulations and Terms of Reference

A comprehensive list of RACMA policies, regulations and guidelines are available on the RACMA website:

Policies

http://www.racma.edu.au/index.php?option=com_content&view=category&id=1&Itemid=132

Regulations and Guidelines

http://www.racma.edu.au/index.php?option=com_content&view=category&id=2&Itemid=133

Terms of Reference

http://www.racma.edu.au/index.php?option=com_content&view=category&id=3&Itemid=134

Section 4: Relationship with Preceptors and Jurisdictional Coordinators of Training (JCT)

4.1 What is a Preceptor?

A Preceptor is a Fellow of the College actively engaged in the field of medical administration. Preceptors should not be directly responsible for the day-to-day administrative activity of the Candidate and may or may not be employed within the same institution as the Candidate. Preceptors are appointed by the College for the term of Candidacy.

The key responsibilities of the Preceptor are:

- to provide guidance and assistance to Candidates in relation to successfully meeting College requirements;
- to advise on the administrative work of the Candidate to ensure that they can attain RACMA competencies. In particular, the Preceptor should monitor the Candidate's progress and the nature of his/her administrative duties. The Preceptor will liaise with the Supervisor regarding the Candidate's administrative experience and performance;
- to provide guidance on and to certify that the Candidate's Case Study is based on real experience;
- to certify that the Candidate's three years administrative performance has been satisfactory;
- to review the practical administrative experience provided for Candidates and to negotiate any desirable changes with the Candidate's Supervisor;
- to formally report annually to the Jurisdictional Coordinator of Training and, if required, the Censor-in-Chief, on the Candidate's progress;
- to advocate for the Candidate if necessary to ensure their training will meet RACMA requirements, and
- to advise the Candidate on other activities that need to be undertaken to meet RACMA competencies.

A position description for Preceptors can be found on the RACMA website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=394&Itemid=305

4.2 Jurisdictional Coordinators of Training (JCT)

The Coordinators of Training are appointed by the Jurisdictional Committees. The JCT is an ex-officio member of the local Committee.

The Jurisdictional Committee may itself perform the tasks of the JCT or it may appoint other members.

College education and training programs are made available at a Jurisdictional level by the JCT. These College officers have important relationships with Candidates and with Candidate Preceptors and Censors, as they oversee Candidate progress and advise on remediation strategies.

The Jurisdictional Coordinators of Training:

- Oversee the progress of Candidates within the jurisdiction
- Provide input in relation to Preceptors for each Candidate within the jurisdiction
- Assist Candidates in obtaining necessary resources
- Coordinate Jurisdictional training programs and participate in the accreditation of training positions
- Review academic and experiential training for individual Candidates and make recommendations to the Training Committee as appropriate
- Organise Jurisdictional mock oral examinations for Candidates
- Review reports from the Progression Panel on the progress of their Candidates
- Counsel Candidates who have unsatisfactory examination results or ITA Reports
- Report to the Training Committee any matters of contention, interest or difficulty that Candidates have experienced in that jurisdiction.

Further information on the role of the Jurisdictional Coordinator of Training can be found at:
http://www.racma.edu.au/index.php?option=com_content&view=article&id=41&Itemid=306

4.3 Monitoring Progress

4.3.1 Candidate In-Training Assessment Report (ITA)

Preceptors are expected to meet or liaise with Supervisors at the beginning of each period of employment and at least four times per annum, to obtain information on the Candidate's work experience and progress toward attainment of competency. This progress is documented by a meeting of the Preceptor and Supervisor with the Candidate, in the bi-annual ITA, which must be signed by both Preceptor and Supervisor.

It is the joint responsibility of each Candidate, Supervisor and Preceptor that ITAs attesting to the management training and experience gained during the period of Candidacy are completed.

The Candidate, the Preceptor and the Candidate's workplace Supervisor collaborate on the assessment of the Candidate against these competencies. Competency gaps that are identified form the basis of priority setting for attainment in the following periods.

In addition, the report prepared by the Preceptor and Supervisor may need to be reviewed by the respective Jurisdictional Coordinator of Training if there are any identified progression issues.

The current ITA form can be found on the website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=493&Itemid=319

4.3.2 Progression and the Progression Panel

Any issues identified in the progression of Candidates will be considered by the RACMA Progression Panel and strategies for remediation, support and clarification developed. The JCTs will be advised of Candidates identified as 'at risk' and Candidates with unsatisfactory progress in the FTP. JCTs will work with Preceptors if there is a requirement to provide remediation and advise Preceptors on strategies for assistance. The Progression Panel Terms of Reference can be found on the website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=639:progression-panel&catid=3:college-term-of-references&Itemid=134

4.3.3 Right of Appeal - Reconsideration, Review and Appeal of Decisions of the College Committees and Officers

RACMA is committed to providing advice to its membership and other individuals and organisations about those of its decisions which are able to be reconsidered, reviewed, and formally appealed under established mechanisms.

It is intended that these processes enable the College and those who have been subject to a decision which they consider unsatisfactory, to embark upon a defined pathway to enable resolution. The College currently has an established appeals process, which involves the appointment of an Appeals Committee. This provides a very structured, formal approach to conflict resolution.

Candidates who wish to exercise their right of appeal should refer to the policy on the College website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=620:reconsideration-review-and-appeal-of-decisions-of-the-college-committees-and-officers&catid=1:college-policies&Itemid=132

4.3.4 Evaluation of Preceptor by Candidate

Candidates will also have an opportunity to formally evaluate their Preceptor's involvement in their education and to indicate their degree of satisfaction with their training program toward the end of their Candidacy. If a Candidate is dissatisfied with the performance of their Preceptor at any time they should discuss these concerns with their Jurisdictional Coordinator of Training or the National Office.

The Preceptor plays a key role in discussing and endorsing Candidate formative and summative assessment tasks before they are submitted for marking. The Preceptor does not act as an assessor, training tasks are endorsed by the Preceptor and this not an indication that a Candidate will achieve a passing score.

Section 5: Assessment

5.1 Formative Assessment

Formative assessment applies to:

- Workshop participation
- Research Training Program (RTP) proposal
- Management Case Study proposal
- Management Practice Folio, where informal feedback is provided by College Censors, and
- In-Training Assessment Reports (ITA): bi-annual assessments by the Candidate's Preceptor and Supervisor.

5.2 Summative Assessment

Summative assessment applies in:

- University Masters degrees: assessed by the conferring university
- Case Studies: written Management Case Studies and the oral presentation at the Pre-Fellowship workshop
- The Pre-Fellowship oral examination

5.3 Feedback about Assessments

Feedback is provided to Candidates on all their assessments, as follows:

- Preceptor reports and workplace assessments such as In-Training Assessment (ITA) Reports are discussed with the Candidate and signed off.
- Case Study: Candidates are given satisfactory or unsatisfactory feedback. More detail is available in discussion between a Candidate and the Candidate's Preceptor.
- Oral examination: Candidates are advised of a pass or fail by the College.

Those Candidates who do not satisfactorily complete the oral examinations are offered an opportunity for feedback post-exam.

For information on Oral Examinations, go to:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=68&Itemid=244

For further information on College assessment go to the RACMA website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=577&Itemid=321

Section 6: Your Jurisdictional Branch

6.1 Jurisdictional Committees

Each State/Territory & New Zealand has a Jurisdictional Committee responsible for the implementation of College policy and the administration of College affairs in their jurisdiction.

These Committees comprise:

- locally elected Fellows and, in some cases, Candidates
- coopted Fellows where necessary
- an Associate Fellow
- Jurisdictional Training Coordinator; and CEP Coordinator are elected from the Committee members

The Jurisdictional Committees:

- Arrange professional and social meetings of Fellows and Candidates in the jurisdiction
- Arrange any meetings of the College or the Board in the jurisdiction
- Investigate facilities for Candidates in the jurisdiction and, where required, arrange special courses to assist Candidates with examination preparation
- Make submissions to the Board concerning matters specific to the jurisdiction
- Notify the Board of any breaches of Articles or Regulations of the College occurring in the jurisdiction.

For further information on Jurisdictional Committees, please go to the website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=426&Itemid=211

6.2 Contacts

Contact details for the Jurisdictional Coordinators of Training for each jurisdiction can be found on the RACMA website at:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=521&Itemid=287

Section 7: Communication

7.1 Surveys

You will be asked to participate in an annual Supervisors survey to seek your feedback on the Fellowship Training Program. Annual surveys are conducted online using *Survey Monkey* to record and collate results.

Your feedback is critical to assist the College enhance its training program and to assess the impact of changes that we may make.

7.2 RACMA Website

The College has an interactive website located at www.racma.edu.au.

Candidates are provided with a Log-In Name and Password at the commencement of training. This allows Candidates access to:

- All RACMA publications including the Handbook, the College Constitution, *The Quarterly*, and the Annual Report
- All forms and cover sheets required for completion of the Training Program
- Up to date Training Calendar and Events Calendar
- Up to date list of policies and instructions
- Individual profile for editing purposes
- Lists of current Fellows, Candidates and Associate Fellows
- Discussion Forums
- Reading and resource lists
- Career section
- eETP – an online facility for submitting training portfolio tasks

Candidates who have forgotten their Log-in and Password can contact the National Office:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=412&Itemid=128

7.3 College Handbook

The College Handbook provides details of the structure of The Royal Australasian College of Medical Administrators and its education programs. It is available for distribution throughout Australasia to approximately eight hundred Fellows, Members and Candidates of the College, and can be downloaded from the College website:

http://www.racma.edu.au/index.php?option=com_content&view=article&id=500&Itemid=88

Each year the Handbook is reviewed and updated. As well, policy and guidelines relating to the College's education and training programs may vary from time to time.

7.4 *The Quarterly*

The Quarterly is published online 3 times a year and the December issue is distributed to all Fellows, Members, Candidates and potential Members.

Current and past issues are on the College website:

http://racma.edu.au/index.php?option=com_content&view=category&id=132&Itemid=326

Items included in *The Quarterly* relate to the practice of medical management, College news and other matters of interest. All Fellows, Members and Candidates are encouraged to submit articles for publication.

The Quarterly is an important instrument in assisting the continuing education of Fellows, Members and Candidates.

If deemed suitable, Candidates' completed MPF tasks, including the Letter to the Editor and the Case Study, may be published in *The Quarterly*.