



# Transition business rules for the Fellowship Training Program 2018-2020

February 2018

## Acknowledgements

This report has been prepared by the Programmatic and Workplace Assessment Working Party for the Education and Training Committee of the Board of RACMA

Dr Lynette Lee	Dean of Education	Chairman
Dr Pooshan Navathe	Chairman Education and Training Committee	
Dr Alan Sandford	Censor in Chief	
Dr Donna Sullivan	Chair Training Progress Committee	
Dr Andrew Johnson	Chairman Curriculum Review Committee	
Dr Carl Bryant	Candidate Advisory Committee	
Dr Leah Barrett-Beck	Jurisdictional Co-ordinator for Queensland	
Dr Grant Rogers	Fellow	
Dr Mary Seddon	Fellow (New Zealand)	
Dr Peter Lowthian	Lead Fellow in Personal and Professional Leadership Development	
Dr Darrell Duncan	Lead Fellow in Research Training	

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# Transition business rules for the RACMA Fellowship Training Program

## Executive summary

Following the work of the Education and Training Committee of the College across three years of consultation, the Board endorsed, in 2017, the concept of the Fellowship Training Program being re-structured from a progression model into an integrated model of learning and assessment in four domains:

- Health system science;
- Medical management practice;
- Research Training; and
- Personal and Professional Leadership Development.

A programmatic and workplace assessment working party (the PWAWP) was formed to establish with the College Office a feasible timetable for changes and the transition arrangements that would be required for the new structure to be fully implemented by end 2020. This report documents the changes in committees' terms of reference, the policy adjustments that will need to be made and the shifts in responsibilities that will need to be supported to achieve this implementation.

The key College-organised events that will be occurring in 2018, 2019 and 2020 are outlined in Summary Figure 1 Calendar of College events by cohort 2018 - 2020

Academic years	February	March	April	May	June	July	August	September	October	November	December
2018				Applications open for Substantive candidacies and accelerated pathways	ITPs due - all candidates	RPL interviews	Registrar applications open	RPL interviews Registrar interviews	RPL interviews		ITPs due - all candidates
2018 entry		Workshop 1					Research Training Intro webinar				
2017 entry (and 2018 entry with MMP RPL)		(Workshop 1)			Workshop 2			Research training progress presentations College Trial Exam (for July 2019 Candidates)			
2016 entry (or earlier)	Workshop 3					Research presentations College Trial Examination (for December 2018 candidates)			Research written papers due		Pre-Fellowship ORAL EXAM
2019				Applications open for Substantive candidacies	ITPs due - all candidates	RPL interviews		RPL interviews Registrar interviews	RPL interviews		ITPs due - all candidates
2019 entry		Workshop 1					Research Training Intro webinar				
2018 entry (and 2019 entry with MMP RPL)	Research Training proposals due	(Workshop 1)			Workshop 2				Research Training Progress presentations College Trial Examination (for July 2020 candidates)		
2017 entry (and 2018 entry with MMP RPL)	Workshop 3					Pre-Fellowship ORAL EXAM			Research written papers due		
2020				Applications open for Substantive candidacies	ITPs due - all candidates	RPL interviews		RPL interviews Registrar interviews			ITPs due - all candidates
2020 entry		Workshop 1					Research Training Intro webinar				
2019 entry (and 2020 entry with MMP RPL)	Research Training proposals due	(Workshop 1)			Workshop 2				Research training progress presentations College Trial Examination (for July 2021 Candidates)		
2018 entry (and 2019 entry with MMP RPL)	Workshop 3					MMP ORAL EXAM			Research written papers due		

Summary Figure 1 Calendar of College events by cohort 2018-2020

Candidates and supervisors were notified of some changes, in fact, in early 2017. A communication strategy has been developed which will involve e-newsletters and face-to-face workshops by the Dean of Education across 2018.

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### **Background to the integrated model of learning in the Fellowship Training Program**

In response to revisions in the Australian Medical Council's Standards for Accreditation of Specialist Medical Colleges (2015) and observations made by external education consultants; the Education and Training Committee of the RACMA Board has conducted several consultations with Fellows and Candidates over the past three years to address a restructuring of the Fellowship Training Program from a Progression learning model to an Integrated Learning model which incorporates the educational principles of

- Domains of teaching, learning and assessment in which the methodology in each domain is aligned to the learning objectives of its curriculum;
- Frequent opportunities for assessment of progress and provision of feedback to enhance learning;
- Systematic supervision and mentoring; and
- Valid certification methodology.

As outlined in the RACMA Programmatic Learning and Assessment Project Report of December 2017, the key functional change in the structure of the Fellowship Training Program was the shift of the status of the retained Oral Examination from that of an Exit Examination to that of a component of a domain in which Candidates are required to perform satisfactorily. The key process change that is needed to achieve this change in status is the removal of some of the eligibility criteria for presenting to the Oral Examination. The timing of the College Oral Examination has been brought forward from November/December to July of the Candidate's examination year.

The Fellowship Training Program of the RACMA is now following an Integrated Learning Model in which there are four domains of learning:

- Health System Science - incorporating the role competency of Medical Expert;
- Medical Management Practice - incorporating the roles competencies of Medical Manager and Communicator;
- Research Training incorporating the role competency of Scholar; and
- Personal and Professional Leadership Development – incorporating Advocate, Collaborator, Leader and Professional.

Each Domain has a set of learning objectives based on syllabus topics and assessment methods that are purposeful:

- Health System Science is assessed by requiring success in an accredited university Master's degree;
- Medical Management Practice is assessed in two ways:
  - Success in a minimum of six six-month semesters of supervised medical management practice; (minimum 3, maximum 8 calendar years) and
  - Success in an Oral Examination;
- Research Training is assessed with an Oral Presentation and a Written Paper; and
- Personal and Professional Leadership Development is assessed with evidence of satisfactory reflective practice.

## Transition business rules for the RACMA Fellowship Training Program

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Candidates may apply for recognition of prior learning in any or all of the Domains for registrar posts and substantive posts. This may result in senior leaders taking less than three years to complete the program; while for lifestyle reasons, Candidates with no prior learning or University study exemptions may choose to take three and a half to four full-time equivalent years to complete the program.

Summative assessment activities are aligned appropriately with the learning objectives in each domain, and are required to be satisfactory within timeframes as follows:

- In the Health System Science domain, it is required that an accredited Master's program is completed; within the relevant University's time frame or within six calendar years of commencement of Candidacy;
- In the Research Training domain, it is required that a health service evaluation research project is completed; and that a written report is satisfactory within six calendar years of commencement of Candidacy;
- In the Personal and Professional Leadership Development domain, it is required that three full-time-equivalent years of successful participation in identified formative learning activities in the workplace are demonstrated; within a maximum of eight calendar years from commencement of candidacy;
- In the Medical Management Practice domain, it is required that
  - *competence in* (beyond 'experience of') supervised medical management practice is achieved and maintained for a minimum of three full-time equivalent supervised practice years and a maximum of eight calendar years from commencement of Candidacy, and
  - satisfactory performance in a College-organised Oral Examination is demonstrated within a minimum of 30 months of accredited supervised practice and within eight calendar years from commencement of Candidacy. Opportunities to sit the National Trial Examination are offered to Candidates in Year 2 (or Year 3) of their medical management practice, enabling them to sit the Oral Examination in Year 3 (or Year 4 or thereafter).

Currently, there is a cap of three attempts at the Oral Examination. It has also been suggested, that Candidates who have been unsuccessful at the Oral Examination will be required to have an approved plan for involvement in medical management practice (at least 0.4FTE) in the six-twelve months leading up to the Examination.

A College working group was formed in 2017 to consider the work-plan that would be required to implement the new structure and to identify the timetable for the transition. While the main activities of the working party related to the need for an enhancement of the workplace observation and feedback activities that would be identified in the Medical Management Practice domain, this document confirms the work-plan for all changes to the Fellowship Training Program that are planned for the next three years.

# Transition business rules for the RACMA Fellowship Training Program

## Structure

The progression structure of the Fellowship Training Program in 2017 is outlined in Figure 1. The domain-based structure that will be fully operational by 2020 is outlined in Summary Figure 2.

Stages of study	Master's Learning With enhancement	Master's assessment	Medical Management Practice learning	Medical management practice formative assessment	Leadership and Professionalism learning	Leadership and Professionalism formative assessment	Health services research	HSR formative and summative assessment
Pre-requisite criteria for entry to the FTP	Meet criteria for accredited University program (external)	Recognition of Prior Learning	Recognition Prior Learning and Experience	3 years medical practice AHPRA registration		Interviews and references for confirmation of aptitude and recognition of prior experience		Exemptions for prior learning and experience
'Novice' (Yr1 and 2)	Master's study Medical leadership and clinical governance systems workshop Jurisdictional tutorials	Master's assignments (external)	Annual training plan Workplace supervision sessions Learning sets	Maintenance of a portfolio (with some mandatory assignments) Completion ITA forms as evidence of experience	Learning sets Interact webinars and E-module Indigenous health module	Completion ITA forms	Health Services Research webinar	Proposal endorsement by RACMA HREA/LNR approval
'Advanced beginner' (Yr2 and 3)	Master's study Workforce engagement and performance workshop Jurisdictional tutorials	Master's assignments (external)	Annual training plan Workplace supervision sessions Learning sets	Maintenance of a portfolio (with some mandatory assignments) Completion of ITA forms as evidence of experience	Learning sets Reflective journal writing Letter to Editor	Completion ITA forms	Research conduct supervision	Oral presentation of research progress
'Competent-Proficient' (Yr3 & 4)	Master's study Advanced medical management and leadership workshop Jurisdictional tutorials	Master's assignments (external) Completion of Master's degree	Annual training plan Workplace supervision sessions Oral Examination preparation learning sets College Trial Exam	Maintenance of a portfolio (with some mandatory assignments) Completion ITA forms as evidence of experience	Learning sets Interact and E-modules	Completion ITA forms	Research completion under supervision Report writing under supervision	Research based written paper
Eligibility for Fellowship	SUCCESS IN PRE-FELLOWSHIP ORAL EXAMINATION							

Figure 1 Progression model of learning

Domains	Health system science Learning	Health system science assessment	Medical Management Practice Learning	MIMP workplace summative assessment	MIMP College examinations	Personal and Professional Leadership Development	PPLD workplace summative assessment	Research training learning	Research training College examinations
Pre-requisite criteria for entry to the FTP	Meet criteria for accredited University program (external)	Recognition of Prior Learning		3 years medical practice AHPRA registration RPL			Interviews and references for confirmation of aptitude and recognition of prior experience		Exemptions for prior learning and experience
1 <sup>st</sup> year of supervised practice	Master's study Jurisdictional tutorials	Master's assignments (external)	Annual training plan Participation Workshop 1 Learning sets Workplace based observation and feedback	e-training log MIMP ITP forms satisfactory	Participation Jurisdictional practice examinations	Learning sets Interact webinars and E-modules Indigenous health module PPLD discussions	e-training log PPLD ITP forms satisfactory	Health Services Research webinars	HSR assignment
2 <sup>nd</sup> year of supervised practice	Master's study Jurisdictional tutorials	Master's assignments (external)	Annual training plan Learning sets Ministerial briefing	e-training log MIMP ITP forms satisfactory	College Trial Oral Examination	Learning sets Interact and E-modules Participation Workshop 2 PPLD discussions Letter to Editor Reflective writing	e-training log PPLD ITP forms satisfactory	Research conduct under supervision	Proposal endorsement Oral presentation of research progress
3 <sup>rd</sup> year of supervised practice and thereafter	Master's study Jurisdictional tutorials	Master's assignments (external)	Annual training plan Participation Workshop 3 Workplace based observation and feedback Oral Exam learning sets	e-training log MIMP ITP forms satisfactory	College Oral Examination (expecting to sit mid 2020 and beyond)	Learning sets Interact and E-modules PPLD discussions	e-training log	Research completion Report writing	Written research paper
Eligibility for Fellowship		Completion of Master's degree		Minimum 3 years MIMP ITP forms satisfactory	College Oral Examination success		Minimum 3 years PPLD ITP forms satisfactory		Research based written paper satisfactory

Figure 2 Integrated model of learning progress

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The changed eligibility rules associated with the Oral Examination will be those adopted by the 2018-entering cohort of Candidates. Candidates who entered the Fellowship Training Program prior to 2018 will continue to be subject to the rules in place at the time of their entry. An expected timetable by cohort over the next three years is outlined as Summary Figure 3.

Academic years	February	March	April	May	June	July	August	September	October	November	December
2018				Applications open for Substantive candidates and accelerated pathways	ITPs due – all candidates	RPL interviews	Registrar applications open	RPL interviews Registrar interviews	RPL interviews	ITPs due – all candidates	
2018 entry		Workshop 1					Research Training Intro webinar				
2017 entry (and 2018 entry with MMP RPL)		(Workshop 1)			Workshop 2			Research training progress presentations College Trial Exam (for July 2019 Candidates)			
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Figure 3 Calendar of College events by cohort 2018-2020

### Timing of Trial and College Oral Examinations

A key feature of the final structure is that the Trial Oral Examination will be held in the second half of Candidates' second year of medical management practice (or the beginning of the third year) and the College Oral Examination will be held in August/September of the third year. The College Oral Examination will be held in the middle of the year, from 2019. In order to transition existing candidates to this deadline without disadvantage, it was agreed that there will be two Trial Oral Examinations held in 2018 – one in July 2018 for those going to the December 2018 Oral Examination; and one in September 2018 for those going to the July 2019 Oral Examination. (The date for the Trial Oral Examination is dependent on booking availability at the National Testing Centre, or other venue.) See Figure 3.

Those attempting the Pre-Fellowship Oral Examination in 2018 or 2019 will be required to have met the eligibility criteria for sitting (i.e. having experienced relevant periods in supervised practice, having submitted various formative and summative portfolio assignments, including Research Training tasks, and having participated in a Trial Oral Examination). Those attempting the MMP Oral Examination in 2020 (as 2018-entry Candidates) will be expected to have performed satisfactorily in (or been given credit for) 30 months of medical management practice and have participated in a Trial Oral Examination.



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As part of the development of a new Assessment Strategy it has been recommended that the Dean of Education consult with the Board of Censors concerning the issue of potential cap on numbers of times that the Oral Examination can be attempted, in the integrated model; by **May 2018**.

### Timing of Research Training key dates

It has been planned that in the future the timetable for the Research Training domain will be:

- Research webinar in second half of first year of medical management practice – formative essay due within one month of webinar;
- Research project proposal due for review in February of second year of practice;
- Research conducted across second and third years of practice;
- Oral Presentation of Research Progress assessment at end of second year of practice, (linked to timing of Trial Oral Examination, or at beginning of third year, linked to Workshop 3);
- Written paper on Research project due at end of third year of practice. (Receipt of submissions will open in September.)

To reconcile these key dates for existing Candidates and Candidates entering in 2018, as well as for 2018-entry Candidates with Recognition of Prior Learning or Experience (RPLE), there will be two sets of Oral Presentations of Research Progress held in 2018 – one set accompanying the Trial Oral Examination in July and one set in September. See Figure 3.

The Research Training Domain Committee is instigating a survey to Candidates, Supervisors and Assessors in early 2018 to assist in its **Evaluation Review**. If there are to be changes to the Research Training domain curriculum, a transition plan will be implemented.

### Governance

The *Education and Training Committee* of the Board (a Constitutional committee) continues to have responsibility for strategy and training program operations. However, from 2018, the Dean of Education and a Faculty Board will be given responsibility for some operational governance.

- The *Faculty Board* will be chaired by the Dean of Education and its membership will include the Censor-in-Chief, the Chair of the Training Progress Committee, the Lead Fellow in Research Training and the Lead Fellow for Personal and Professional Leadership Development. Its terms of reference will be endorsed by **April 2018**.

The Faculty Board will oversee

- Monitoring processes for Fellowship after receipt of advice on Masters' study completion in the Health System Science Domain, and satisfactory completion of summative tasks in each of the other Domains;
- Recommendations for training supervision for entering international medical graduates;
- Remediation activities for candidates who are not performing well; and
- Preparation of reports on candidates whose training programs should be recommended for cessation.

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- The *Curriculum Steering/Review Committee* (CSC) will be re-activated, with Dr Andrew Johnson as the Chair. The information gathered by the previous committee will be reviewed and a work-plan will be developed in 2018, for implementation in 2019 and beyond. While the CSC will address all aspects of renewal of role competencies, learning objectives, syllabus, assessment methods and certification standards, its work will be focussed on the enhancements required to the Personal and Professional Leadership Development domain and the training required for full implementation of accountable workplace observation and feedback.
- A new *Lead Fellow* position has been created for the domain of *Personal and Professional Leadership Development* and Dr Peter Lowthian has been endorsed in that role. In 2018 the Lead Fellow will become a member of the Curriculum Steering/Review Committee, the Faculty Board and the Education and Training Committee. He will be particularly involved in the curriculum development activities in the PPLD domain throughout 2018 and will have oversight of the assessment processes that will be occurring in the workplace.

Existing College-assessed assignments will be expected to be completed in the PPLD Domain **until new modules are available and supervisor training has occurred satisfactorily**. A role description for the Lead Fellow will be developed in 2018.

- The Progression Panel terms of reference have been reviewed and this group is now called the *Training Progress Committee*. It is chaired by Dr Donna O’Sullivan and its membership consists of the Jurisdictional Co-ordinators of Training, the Lead Fellow in Research Training, the Lead Fellow in Personal and Professional Leadership Development, and the Chair Accreditation Committee.

The terms of reference of the Training Progress Committee continue to include monitoring of training progress and they now include identification of satisfactory progress. The TPC meets four times per year. These terms of reference were endorsed in 2017.

The Training Progress Committee will identify that, in each six-month semester, Candidates

- Have demonstrated satisfactory performance,
- Need to provide more information, or
- Are ‘at risk’ (for remediation, or dismissal from the program).

The new business rules for the conduct of the Training Progress Committee will be available for the **July 2018 meeting**, when a Regulation for training progress will be confirmed for endorsement by the ETC.

- The *Rural Advisory Group* for the Fellowship Training Program has been formed and its chair, Dr Tony Austin, is now a member of the Education and Training Committee.
- Processes for the meetings of the *Candidate Advisory Committee* have been confirmed and its Chair, Dr Lynnette Knowles, is now a member of the Education and Training Committee.

### Entry to Candidacy

Since 2012 the numbers of candidates entering training in the category of registrar have grown exponentially with the uptake of STP and IRTP funding opportunities and their co-ordination is now a substantial function of the College Office. In 2010 there were about eight registrar posts in Australia and none in New Zealand. In 2018 there are 44 registrar posts in Australia (26 are Commonwealth funded) and three in New Zealand.

**Jurisdictional Co-ordinators of Training are meeting early 2018** to discuss consistency of standards associated with entry to Candidacy of Registrars in Medical Administration.

### Accelerated pathways

Candidates entering the Fellowship Training Program via what is known as the Medical Executive pathway or the Clinical Specialist pathway, (the Accelerated Pathway having been deleted two years ago), are medical officers currently in substantive clinical leadership posts who have *substantial experience* in medical administration (5-10 years).

They, along with any Candidate seeking it, have been involved in special Recognition of Prior Learning and Experience (RPLE) interviews which acknowledge their prior experience or learning and determine their exemptions.

The Medical Executives with substantial experience may enter Candidacy with three years management practice RPLE and exemption from Masters studies and research training assignments. They are expected to participate in Workshops and the College Trial Examination and sit the Oral Examination within 12 months of entry.

The Clinical Specialists, if granted 18-24 months of management practice RPLE are expected to complete some Master's study and participate in the Research training assignments. They are expected to participate in a College Trial Examination and sit the Oral Examination within 12-18 months of entering Candidacy.

Medical Executive and Clinical Specialist pathway Candidates entering in February 2018 will be expected to attempt the Trial Oral Examination in July and the MMPD Oral Examination in November 2018, or July 2019.

At February 2018 there are:

- 3 continuing Accelerated Pathway candidates,
- 3 Medical Executive pathway candidates,
- 16 Clinical Specialist pathway candidates,
- 112 Standard pathway candidates (with various amounts of RPLE)

In future, medical officers with substantial experience in medical management practice will be expected to enrol in Candidacy and be assessed for recognition of prior learning in the Health System Science and Research Training Domains as well as the Medical Management Practice Domain. Should they also be exempted from summative activities in these domains and they wish to proceed to the MMPD Oral Examination within eighteen months (rather than taking three years), it may be suggested that they participate in three Candidate workshops, or the Leadership for Clinicians program and still participate in a College Trial Oral Examination, before sitting the MMPD Oral Examination.

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The Candidate Workshops are now aligned with the Leadership for Clinicians workshops in terms of some sharing of guest tutors and some topics of discussion. If a Candidate wishes to withdraw from the Fellowship Training Program prior to or following unsuccessful attempts at activities in domains in which they were not granted exemptions, this participation in workshops and learning sets (customised either to Candidates or Leadership students) may be considered appropriate justification for the award of Associate Fellowship.

It has been **suggested that these accelerated pathways be deleted**, as we delete the ‘exit’ nature of the College Oral Examination. However, the PWAWP members were undecided about this idea and it has been recommended that this idea be taken up by the Dean as a topic for a briefing to the **Education and Training Committee later in 2018**.

### Recognition of prior learning and experience

The closing date for Candidacy by doctors in substantive posts has been **brought forward** from **November to June** each year, to allow for a good spread across ensuing months for interviews for Recognition of Prior Learning and Experience.

The RPLE application and assessment forms include sections specifically addressing each Domain **from 2018**. The current credit application form for the Research Training domain will be available to all candidates and will now also be included in the overall form for RPLE.

### Recognition of Masters’ programs

The current regulation for recognition of Master’s programs identifies a **triennial review** by the Training Committee. This will now be changed to be a responsibility of the **Curriculum Steering/Review Committee**.

### Accreditation status

A commitment has been made for acknowledgement of Accreditation of medical administration registrar sites and substantive posts **by June each year**. Hence survey visits if required, and telephone follow-ups, will be scheduled across the financial year, in time for JMO recruitment across Australia and New Zealand beginning in July for the following hospital calendar year.

### Workplace learning

- The In-training assessment form will become an ***In-Training Performance*** form from **the end of first semester 2018**.
  - It will be structured by Domain;
  - It will include a log of learning opportunities taken up in the semester – University coursework, workshops and seminars attended, learning set participation, special projects, compulsory assignments;
  - It will identify dates of face-to-face supervisor time spent in case study discussions, observed management tasks and guided reflections;
  - It will offer the opportunity for four performance assessment descriptors: ‘novice’, ‘intermediate’, ‘competent’ and ‘proficient’ for all the role competency learning objectives.
  - It will now seek the Candidate’s and Supervisor’s opinions on meeting the expectations of the term in both the MMP domain and the PPLD domain.

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- Non-compulsory rubrics will be made available to assist Candidates and Supervisors to be consistent in the feedback provided on case study discussions, observed management tasks and guided reflections, **by early 2018**. They will be evaluated by survey in the second half of 2018 for **full implementation in 2019**.
- Awareness raising for Candidates and Supervisors will be conducted by communiques and workshop sessions in early 2018.
- A special Faculty Workshop will be held in **2018** to raise awareness and train JCTs, supervisors, preceptors and censors. Videoing of key sections will be undertaken and the recordings will be packaged for further supervisor training e-modules for the RACMA website.

A sample timetable for workplace observation and feedback sessions is outlined in Figure 4. This will be used in supervisor training sessions.

Year	Feb/Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>First</b>	Workshop 1 Research intro Ann Plan				ITP form	Res web	Res Question			ITP form
<b>WBA</b>	3 OManT	1 GRef 1 OManT 1 case study	1 GRef 2 OManT 2 case study	1GRef 1 OManT 2 case study	1 OManT 2 case study	1 GRef 1 OManT 2 case study	3 OManT 2 case study	1GRef 1 OManT 2 case study	1 GRef 3 OManT 3 case study	
<b>Second</b>	Ann Plan Research proposal			Workshop 2	ITP form				Nat Trial Research Oral	ITP form
<b>WBA</b>	1 GRef 3 OManT 1 case study	1 GRef 1 OManT 1 case study	2 OManT 2 case study	1GRef 1 OManT 2 case study	1 OManT 2 case study	1 GRef 1 OManT 2 case study	3 OManT 3 case study	1GRef 1 OManT 3 case study	1 GRef 3 OManT	
<b>Third</b>	Workshop 3 Ann Plan				ITP form	Oral Exam			Research report	ITP form
<b>WBA</b>	1 GRef 1 OManT 1 case study	1 GRef 1 OManT 2 case study	1 OManT 3 case studies	1GRef 1 OManT 4 case studies	1 OManT	1 GRef 3 OManT	3 OManT 2 Case studies	1GRef 2 OManT 2 Case studies	1 GRef 3 OManT 2 Case studies	

Figure 4 Sample calendar of workplace learning and assessment for registrars

### Assessment Strategy

The current Assessment Framework will be renewed as an Assessment Strategy for consideration by the Board of Censors, the Research Training Committee and the Training Progress Committee by **mid-May 2018**, expanding the section on formative workplace assessment processes and identifying the retention of, but change to the status of, the Oral Examination. This will then be presented to the **ETC for endorsement in June**.

### Board of Censors

Additional meetings of the members of the Board of Censors will be required in 2018 for panel-based scenario preparation for the purpose of the conduct of two Trial Oral Examinations, and in 2019 for a College Oral Examination earlier in the calendar year.

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### Dean of Education

The time available for input from the Dean of Education, has been increased in the last twelve months, from one day to three days per week. The responsibilities cover curriculum, syllabus development, assessment and regulation. The Dean, Dr Lynette Lee, is an employed member of the College Office, who reports to the Chief Executive. The Dean has leadership and management responsibilities for ensuring the Fellowship Training Program meets the educational and process standards of the Australian Medical Council and hence, in 2018 she is preparing our Re-Accreditation bid, which is due for submission in **June, 2018**.

### College Office

The functions of the Chief Executive and the College Office include IT infrastructure support, human resources management, provision of secretariat support to Board and its subcommittees, member services, delivery of education, CPD and Fellowship Training Program events, evaluation and quality review, 'internal' liaison with jurisdictional committees, and external liaison e.g. CPMC/CEs, specialist colleges, government relations, universities and international medical leadership education bodies.

The College Office staff will continue to support the Fellowship Training Program with respect to the processes involved in:

- Credentialling of Candidates
  - Standard pathway candidates
  - Accelerated pathway candidates
  - Specialist International Medical Graduates
- Recognition of prior learning/experience
  - MMP, RT, HSS
  - Accreditation of Masters degrees
- Accreditation of posts
  - Registrars - Service funded, STP, IRTP
  - Substantive positions
- Monitoring and/or evaluation of posts
  - Supervisor behaviour – observation and feedback
  - Exposure to topics
- Teaching of Candidates
  - Calendar of workshops and webinars
  - Learning by Candidates
  - Calendar of deadlines
  - Workplace observation and feedback recording
  - ITP review and recording of progress
  - Remediation activities
- Summative Assessment of Candidates
  - Calendar of submission deadlines and events
  - Research training
  - College Trial Oral Examination
  - MMP Oral Exam
- Welfare of Candidates
- Exit from candidacy
  - Dismissal
  - Completion of training program
- Training of Fellows involved in training program

## Transition business rules for the RACMA Fellowship Training Program

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- Teaching faculty
- JCTs
- Supervisors
- Preceptors
- Censors
  - Assessment panels
  - Oral Examination conduct
- Evaluation of training program
  - Internal feedback
  - External benchmarking

In 2018 it is expected that ‘*myRACMA*’ will be launched to relate all activities relevant to members to those members. In addition, it is expected that the College Office will begin organising user groups for a new **Learning Management System in late 2018**. Records relating to training activities will continue to be manually managed on our e-membership management system until the LMS is operational.

It has been noted that there may be some re-structuring of the College Secretariat to improve the efficiency of its processes throughout 2018 and 2019.

### **Programmatic and workplace assessment working party**

The programmatic learning and assessment project report recommended

- that a time-limited committee - the Programmatic and Workplace Assessment Working Party (PWAWP) - oversee the transition of changes required for full implementation of Programmatic Learning and Assessment in the Fellowship Training Program; and
- that the PWAWP’s terms of reference include
  - co-ordination of outcomes of deliberations by relevant committees tasked with implementing changes;
    - Education and Training Committee re governance and policy development;
    - Board of Censors tasks re Oral Examination and components of a new Assessment Strategy;
    - Training Progress Committee tasks re candidates not making progress
    - Curriculum Review Committee tasks re
      - review of learning objectives in curriculum;
      - workplace assessment modules for MMP and PPLD domains;
      - accreditation of University Master’s Programs;
      - enhancement of syllabūs, such as systems thinking, clinical informatics and clinical governance in the MMP domain;
  - oversight of initial training for supervisors in increased responsibilities; and
  - prediction of budget implications for the Fellowship Training Program.

It is noted that several Committees have now been tasked with extra activities that can be budgeted into their regular meetings. There are some special new groups and functions which have been identified that will need ad hoc planning in terms of budget implications.

It is recommended that the PWAWP now be retired as the work-plan has been developed.