



SUPERVISOR MANUAL

(2018 EDITION)

Supervisor Manual

2018

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Executive Summary

Welcome to RACMA

As Supervisors get nominated by health services training organisations, these important roles will be supervising, training and guiding RACMA Candidates who are undertaking Fellowship training in the specialty of medical administration.

In the RACMA Fellowship Training Program (FTP) the Supervisor is normally the Candidate's line manager or the person to whom the Candidate reports in the workplace of medical management practice. As a Supervisor of a RACMA Candidate, supervisors will be asked to:

- Support their employee in taking training with RACMA and endorse their participation in the Fellowship Training Program
- Familiarise with the College and RACMA Medical Leadership and Management Curriculum and the role competencies RACMA expects the Candidate to attain throughout their FTP training and in their workplace in medical management practice.
- Engage in the development of experiential training to support training and knowledge gaps as identified in the Candidate's Annual Training Plan (ATP)
- Be responsible for the monitoring and training opportunities for the Candidate, to ensure progression, via regular, scheduled meetings and performance evaluation
- Engage in the evaluation of the Candidate's competencies to be reflected in the bi-annual [In Training Assessment \(ITA\)](#) Report to be developed with the Candidate
- Participate in RACMA's site visits for the accreditation of training posts and any subsequent accreditation reviews if required
- Foster an environment for the development of experiential opportunities for the Candidate to attain competence in medical management practice, and align them to the agreed activities as set out in the ATP and RACMA Curriculum
- Enable access to the external training opportunities for visits or short-term placement in other health settings or training posts, should this be agreed as the most appropriate way to address Candidates' knowledge or training gaps in their medical administration training post.
- Provide the appropriate, consistent and stable supervision in a well-established medical management structure 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

A Supervisor's Kit with the information on the Curriculum, Training requirements and College contact list is provided to all supervisors of commencing Candidates.

In addition, to support Supervisors further, Supervisors will be able to participate in a Faculty Development Program in the form of informative and interactive teleconferences, complete a Supervisors' eModule and other series of support tools and workshops that will be available and aimed at informing and supporting Supervisors, particularly those who are not members of the College. Taking part in these activities and development programs will be required of Supervisors as an accreditation requirement for supervision of RACMA Candidates.

Should any of the Supervisors, commencing or continuing have any queries on the role as Supervisor of a RACMA Candidate or should assistance be required, please contact Anna Lyubomirsky, the National Education and Training Program Manager at the National Office on (03) 9824 4699.

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 over 900 members 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 professionalism, leadership, medical workforce management, communication and collaboration, negotiation and conflict resolution have been heightened. The specialist medical

administrator must be knowledgeable in respect to health care systems, skilled in strategic thinking and influencing rather than the power inherent in line authority if they are to achieve their vision and performance outcomes.

1.2 World Federation of Medical Managers (WFMM)®

RACMA is founding member of the 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 and continued to grow. Since then, the WFMM holds an annual International Medical Leaders Forum (IMLF) in a member country. To date, annual meetings have been held in Vancouver, San Francisco, Rome, London, Hong Kong and in 2017 in Melbourne. Further information about the WFMM can be found at <http://www.wfmm.org/>.

1.3 Organisation and Governance Structure

The College is governed by a Board with state and territory committees throughout Australia and New Zealand. The Board has an Executive, which is authorised to attend to matters requiring attention or action between Board meetings, and several standing committees.

The College is supported by a National Office, located in Melbourne and members of the Secretariat can be contacted at the College number +61 3 9824 4699

For further information , see the [RACMA website www.racma.edu.au](http://www.racma.edu.au)

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 Membership

There are a number of ways that doctors can become members of 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.

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, once they complete the requirements of the training program, and receive a College testamur. AFRACMA is not recognized as specialist professional qualification by the Australian and New Zealand Medical Councils.

Affiliates: Medical practitioners who have an interest or involvement in medical administration, and who may see this as a first step to training towards Fellowship.

Candidates: Medical practitioners who are undertaking training in the RACMA Fellowship Training Program (FTP). There are several pathways to Fellowship. Senior clinicians with executive and significant senior management experience can seek entry to the FTP via an accelerated pathway via application for Recognition of Prior Learning (RPL).

These doctors are required to present for an Interview Panel for an evaluation of existing capabilities and for RPL against the medical administration competency framework.

Modified training programs are offered to International Medical Graduates seeking specialist recognition once they have been assessed by the College for comparability in the 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 website, 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. To access information on professional development at RACMA please peruse the College website or contact the National Office.

1.7 For further information, see [How to Join](#) on the RACMA website.

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 health systems governance, health law, health economics and health care financing, health care organisation, human resource management, professionalism, communications and collaboration with diverse and sometimes conflicting stakeholders, education, strategy and change management. These competencies are essential in the medical leader and are outlined in the [RACMA curriculum](#).

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. Fellowship Training Program can be undertaken on full and time basis subject to the medical management full time equivalent and must be completed in a maximum of eight years. The FTP comprises of sub-programs to be completed by Candidates and formative and summative assessment:

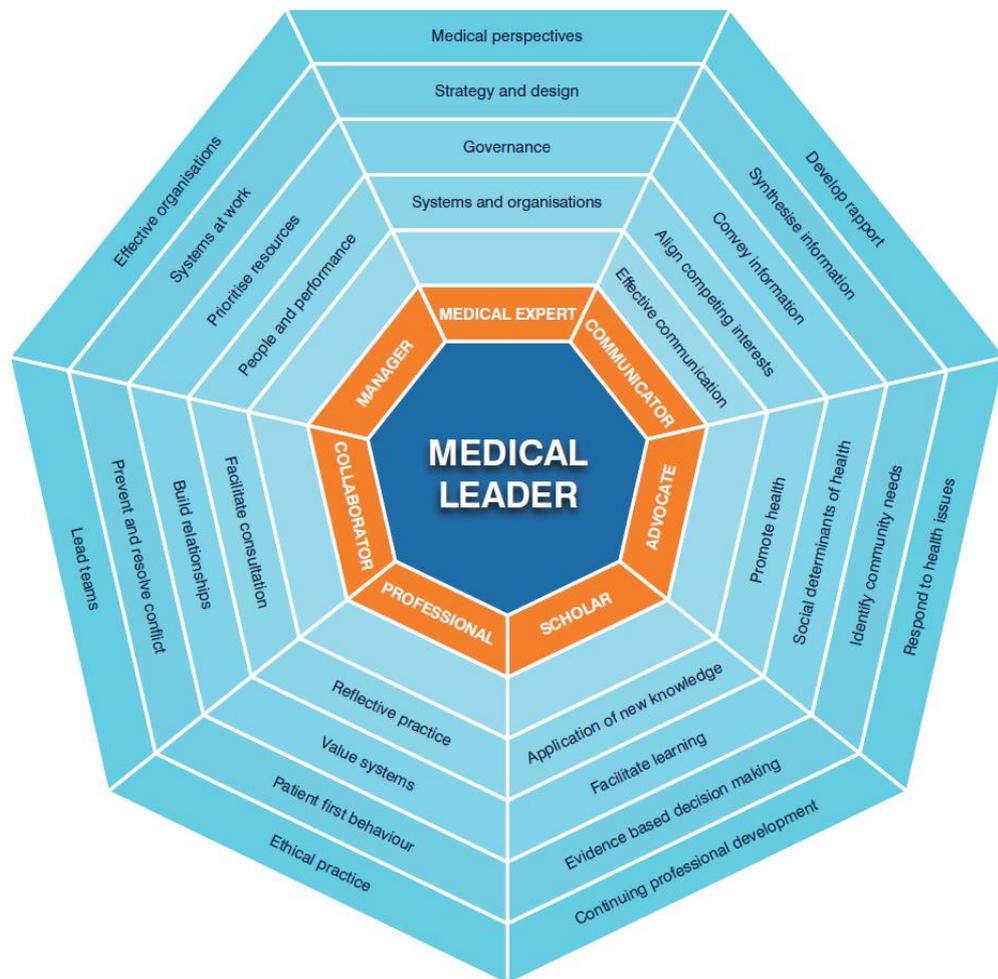
1. Leadership Program
2. Medical Management Practice Program
3. Research Training Program
4. Indigenous Health Program

It is important for supervisors of commencing candidates to familiarize with the [Annual Training Calendar](#) to understand the training requirements and assignment submission dates and any other documentation such as RPL reports by the RACMA RPL Assessment Panel if the Candidate undertook to apply for the RPL and sat the RPL assessment interview.

2.2 RACMA Competencies

The [RACMA 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..

Training is delivered through a blend of face-to-face workshops, online learning opportunities, interactive exercises, mentorship from senior medical administrators, a research based project, formative and summative assessments to ensure outcomes are being achieved, and importantly through workplace assessment and experience in supervised medical management practice,

The sub-programs of the fellowship Training Program comprising training requirements and components are described below:

- [Medical Management Practice Program](#) – experience gained through 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 training post and 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
- [Leadership Program](#) – consists of reflective practice and practical leadership activities such as Learning Sets, 360 degree peer review and reflective writing journals. 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.
- 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. The core subject areas which RACMA requires in the Candidate's Masters study program are:
 - Health Law and Ethics
 - Health Economics
 - Health Care Systems
 - Financial Management in Health
 - Epidemiology and Statistics
 - Research Methodology
 - Leadership
- Formative and Summative [Assessment](#) tasks required in the RACMA Fellowship Training Program - these education activities comprise workshops, resources, webinars, written tasks (formative and summative assessment) and online modules.
Assessment Activities – Assessment activities are held annually. Candidates and Supervisors and Preceptors should follow the relevant annual Training Calendar for the outline and submission dates of the assessment tasks and activities.

Summative Assessment applies to: University Masters degrees (these are assessed and supervised by the University Supervisor and are not assessed by the College); Management Case Studies (applicable to Medical Executive Pathway candidates) and Research Training Program components such as the oral presentation, and finally the Pre-Fellowship oral examination.
- [Research Training Program \(RTP\)](#) - To support Candidates' requirement to complete a written case study for assessment and an oral presentation. The RTP also builds on Candidates Masters' degree studies in epidemiology and strengthens training in health services evaluation

research (refers to role competency of Scholar). Information on guidelines for the RTP requirements and assessment is available from the RTP Handbook.

- [Indigenous Health Program](#) - The aim of this program is to equip Medical Leaders with the knowledge, skills and attitudes to provide a health care environment that is culturally appropriate, sensitive and inclusive, thereby influencing systemic change and quality improvement for the Indigenous populations of Australia and New Zealand.

Supervisors are advised to familiarize with the [Training Calendars](#) on the RACMA website. The Training calendars outline the assessment activity and their due date for submission. All Candidates will be required to show evidence of completion of all the sub-programs to be eligible to present at the Pre-Fellowship Oral Examinations.

There are 3 training components that Candidates are allowed to complete within 6 months of sitting the exam:

1. Masters' program units
2. The required period of supervised practice in medical management
3. Research-based paper (as the final summative component of the RTP)

These will be required for the eligibility to election to Fellowship.

Assessment Guidelines for formative and summative tasks, information on Research Training Program and Oral Examination are available on the RACMA website and the [College Handbook](#).

Training outside the training post in expanded settings

Training may be undertaken at a single health service (for Candidates who occupy substantive or permanent positions), however, if gaps in medical management training are identified through the accreditation of training post process, Candidates would be advised to diversify their training through either rotations or short term placements in expanded settings.

Such opportunities may also be taken up to fulfil the gaps identified as a result of ITA evaluations, discussions with preceptor or RPL Assessment reports that may have highlighted certain knowledge deficiencies that may not be attained through training in one's current workplace. These may include other hospital settings, government departments or private health setting. Candidates should consult with the College, their Preceptors and Supervisors should they wish to select this option for expanded training.

For information on accreditation and governance requirements around training in expanded setting, Candidates and Faculty should refer to the College Policy website or seek information from the National Office.

2.3 Changes in Employment

Each Candidate has a Supervisor (line Manager) 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 and/or their Supervisors are required to advise the College and Candidates' Preceptors of changes such as:

- Change of the Supervisor
- Relocation of posts or rotation to a new training post (registrars).
- Promotion

In the event of relocation or rotation to another State, Candidate may request for a nomination of a new Preceptor. Supervisors are always appointed by the employer as the direct manager to the Candidate. Any change in supervision or position description of the post should be communicated to the College.

2.4 Accreditation of Training Posts

Candidates who apply for entry to the Fellowship Training Program are required to have their training post accredited. College's accreditation of the Training Post is a requirement for the Candidate to continue with training towards Fellowship. The training organization (health setting) will complete *Application for RACMA Accreditation of Training Post* documentation and submit to the College for review and if found suitable for subsequent site-visit.

RACMA Candidates who move into another position, rotate or change training posts, are required to notify the College. The new posts will require accreditation unless they have already been accredited and the duration of the accreditation has not yet expired.

All training posts must submit an application for accreditation and engage in the accreditation site-visits scheduled by the College with the participation of the senior managers/officers of the training post as required by the College. The site-visits will be conducted by the Accreditation Site-visit panels, that will provide reports and recommendations to the Accreditation Review Panel (ARP), which will go through the governance process for final approval.

The College will have 4 outcomes for the training posts' accreditation process:

1. Full Accreditation
2. Accreditation with Recommendations
3. Provisional Accreditation
4. Withdrawn Accreditation

Further detailed information about these outcomes can be found in the [Regulation for Accreditation of Training Posts](#).

2.4.1 Minimum Standards for Training Organisations

The College requires training organisations to maintain their standards to ensure the training post is suitable for ongoing accreditation. The College will grant accreditation (or re-accreditation) on the proviso that the training post in a health setting being/having the following:

- Providing appropriate medical management structure, infrastructure and technology that is conducive to experiential training against the role competencies as defined in the RACMA Medical Leadership and Management Curriculum.

- Consistent, stable and appropriate supervision where a Supervisor (line-manager) is a senior medical administrator within a senior medical management framework, that fosters a steady training environment and appropriate support system to the Candidate for the duration of his/her training with RACMA.
- A policy framework around HR/IR support and employee welfare, that is accessible to Candidates in training and provides support and resolution mechanisms as required.

The health setting is responsible for completing appropriate application for accreditation of training post, providing support to the Candidate in the post evaluating his/her performance, and have workplace policies in relation to Discrimination, Harassment, Bullying and Victimization (BHVD) which should allow for broader equivalent protections to those set out in the RACMA Policy for BHVD. (If a training setting does not have such a policy, or RACMA believes that its policy is inadequate, RACMA retains the ability to require the setting to comply with the RACMA Policy for DHBV).

Accreditation will be granted if the Training Post meets the following:

- Regular external review program i.e. accreditation by the Australian Council on Healthcare Standards, or other similar accreditation body, and maintenance of a fully accredited status.
- Having access to peer support, appropriate supervision and suitable supporting facilities
- A well-defined position description that clearly sets out reporting relationships, role responsibilities and the delegation of authority that are explicit and appropriate for the level of responsibility of the training post, with a regular exposure to a broad and suitable variety of medical administration tasks that enable for the development of communication skills, experience in organizational and strategic development, and operational management skills such as budgeting or other aspects of program supervision
- A documented program of performance assessment with the facilitation of professional development and additional training to be undertaken if required, such as negotiation of opportunities within the organizational context mapped against the College competencies to maximize learning and fulfil any identified knowledge limitations
- Provide support for the Candidate's participation in the RACMA Fellowship Training Program, including a commitment to release the Candidate for compulsory RACMA activities
- Nominate a Supervisor on site (preferably in same work unit), preferably a FRACMA, as a suitably experienced supervisor to support ongoing education, training and support to the candidate that fosters progression to the RACMA examination and development of competencies of an effective medical administrator
- If the training Post demonstrated insufficient supervision or no supervisor for a maximum period of 4 weeks, or if it is deemed that insufficient supervision is creating unstable training environment for the Candidate, accreditation of the training post will be reviewed or withdrawn on the basis that appropriate training and supervision cannot be provided.
- Participation by the training post in the accreditation site visit and any reviews that may be applicable throughout the accreditation process

If a training post does not comply with RACMA requirements, RACMA reserves the right to review or withdraw accreditation of the training post. The Training post should adhere to the governance around accreditation of training posts as defined in the RACMA Regulation for Accreditation of Training Posts, and should establish the relationships expected by RACMA in support of the Candidate's progression and welfare, with other stakeholders such as Candidate's Preceptor, Jurisdictional Coordinator of Training (JCT) and the National Office.

The Training Posts should liaise with the Preceptor, JCT and/or the National Office staff if there is information about the Candidate that may impact on his/her welfare, impose risks to patient safety or any other complaint around behavior or training issues.

2.4.2 Minimum Standards for Supervisors

The Supervisor is expected to familiarize themselves with the standards required to gain or maintain accreditation of a training post.

The Supervisor will:

- Provide appropriate support to the Candidate around their performance, progression through the Fellowship Training Program and his/her welfare.
- Provide Candidates with training opportunities to meet the FTP requirements and competency development.
- Address any concerns arising in the candidate's assessment/training and behaviour through using the health setting's policies and procedures (complaints and disputes), around discrimination, harassment, bullying and victimisation; and/or comply with the RACMA Policy for DHBV if the relevant training setting does not have such a policy
- Inform the College if there has been a complaint received about DHBV
- Complete the required RACMA supervisor and faculty training programs
- Engage in the development and evaluation of Candidates' assessment tasks in the workplace and those required for submission to the College, via relevant in training assessment reports
- Participate in the accreditation site visits, accreditation reviews and any other activities related to the accreditation and assessment of a training post
- Maintain a constructive relationship with the Candidate's Preceptor, JCT and the National Office for the purposes of support provision to the Candidate
- If the supervisor does not comply with the above requirements RACMA reserves the right to review or withdraw accreditation of a training post

For further information on accreditation or the accreditation procedure please refer to the Regulation for Accreditation of Training Posts on RACMA website.

2.5 Training Pathways

2.5.1 Standard Pathway

Standard Pathway Candidates can be either a registrar or employed in a substantive position i.e.; Director of Medical Services. Registrar placements are available in all jurisdictions in Australia with training programs run across each State. Training post placements are available in a variety of settings including:

- Rural and remote areas,
- Metropolitan hospital settings,
- Mental health care settings,
- Private health sector,
- Private health insurance,
- Community health,
- Private laboratory, and
- Government department or authority.

To be eligible to apply to RACMA Fellowship Training Program, applicants are required to have the following:

- An undergraduate medical degree from a recognized Australian or New Zealand university, or equivalent.
- Current general or specialist medical registration in Australia or New Zealand.
- A minimum of three years full time clinical experience involving direct patient care.
- A medical management position. This may be a training post or a substantive position that will enable the development of appropriate medical management competencies. This post will normally be in Australia or New Zealand.

Entry prerequisites as well as the training requirements may differ depending on what pathway applicants are undertaking in their training towards Fellowship.

Applications via an accelerated pathway are subject to an award of Recognition of Prior learning (RPL) by the College. Accelerated pathways applicants are required to present for an RPL Assessment Interview by a senior RACMA Panel for an evaluation of existing capabilities and RPL against the medical administration competency framework

Further information can be found on the [RACMA website](#) or contact the Fellowship Training Program Coordinator at the National Office.

2.6 Government Funded Training Posts

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

For further information on the [STP Programme](#) and reporting requirements in relation to being the supervisor of one of these funded training posts, please contact RACMA's STP Manager, Valerie Ramsperger on vramsperger@racma.edu.au or 03 9824 4699.

Section 3: Supervisors and Supervision

A requirement of the RACMA Fellowship Training Program (FTP) is that Candidates complete a minimum of the equivalent of three years full time [Supervised Medical Management Practice](#) in the workplace. This time may vary per Candidate in cases where Candidates may have been awarded Recognition of Prior Learning (RPL), hence reducing their required period in supervised medical management practice, or if Candidates are undertaking their training towards Fellowship on a part time basis.

This experiential training under supervision will be gained in a College accredited training post during which time the Candidate will have a Supervisor and a College allocated Preceptor.

The Supervisor is ordinarily 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 access to their Supervisor with scheduled regular meetings.

The Supervisor will evaluate Candidate's progression and performance in accordance with the RACMA Curriculum' role competencies and reflect this in the bi-annual reports to the College in the [In-Training Assessment Report \(ITA\)](#). Supervisors and the Preceptor of the Candidate should meet several times a year (or conduct discussions), in particular at the time of the ITA submissions to discuss the Candidate's progression and areas of improvement or deficiencies in training/knowledge which should be outlined in the [Annual Training Plan \(ATP\)](#). Candidates should meet regularly with Supervisors to discuss progress and evaluate their progression. Both ITA and ATP are signed off by the Supervisor and Preceptor.

The academic and workplace experiential components of the Fellowship Training Program (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.

If issues with Candidates' performance and/or aptitude are identified by the Supervisor, the Supervisor should discuss this with the Candidate and with the Candidate's preceptor. Such issues may be related to, but not limited to, the following:

- Knowledge gaps
- Deficient skills and practical experience
- Poor communication, organisational and professional behavior (e.g. Bullying, Harassment, Discrimination And Victimization)

- Inability to adopt good practice of Working Standards
- Difficulties in learning and work environment, including educational opportunities and relationships therein
- Concerns for risk to patient safety

These should be reflected in the bi-annual ITA reports and in the preparation of the ATP with the Preceptor, with the aim to develop a training plan to address these issues.

The College should be notified of any significant performance issues via an advice to the Jurisdictional Coordinator of Training (JCT), and if required, the Supervisor may escalate to the organization's Board or if necessary, to the relevant Regulatory Authority if there is a perceived risk to patient safety or working environment.

The RACMA Progression Committee is a specific purpose panel that monitors and evaluates Candidates' progression in the FTP. The Panel identifies Candidates at risk and/or with special requirements for additional support, makes recommendations for remediation, continuation into the following year of training and/or additional requirements.

The Progression Committee will coordinate the process of reporting of non-performance and poor progression with the College JCTs, Candidates' Preceptors and Supervisors. The College will address Candidates' progression via meetings/discussions with the Candidates and/or with their preceptors and Supervisors. Recommendations for remediation and training plan to remedy the deficiencies may include external courses, additional training opportunities across health settings and/or secondments/placements in other expanded settings.

For further information on the Progression Panel and Jurisdictional Coordinators of Training please contact Anna Lyubomirsky at the National Office.

3.1 RACMA Supervisor's Checklist 2018

Item	What is required	When
Completion by Supervisor of the required and recommended training and information modules	<p>Faculty Development Webinars</p> <p>Supervisor eModule</p> <p>Supervisor Survey</p> <p>Other Supervisor training for certification purposes</p> <p>Workshops</p>	On going
RACMA Medical Leadership and Management Curriculum	Familiarisation with the College role competencies, training requirements and suggested learning activities.	Throughout the period of training.
In-Training Assessment Report (ITA)	Develop a regular evaluation of progression and Complete ITA reports with the Candidate to reflect progression and performance gaps, or additional training requirements to expand on skill and knowledge development	Bi-annually (June and November)
Supervision	Enable regular meetings with the Candidate on progression and provide formative feedback to the Candidate. Arrange a meeting in your capacity as a supervisor and your employee as a Candidate. Maintain a log book by Candidate to address with Supervisor on completed activities and competency development	Throughout the period of training.
Workplace learning opportunities	Facilitate access to workplace learning activities as suggested in the RACMA curriculum and that are mapped against the Candidate's ATP. Make observations and provide feedback and discuss with preceptor if required	Throughout the period of training.
Discrimination, Harassment, Bullying and Victimisation	Familiarise yourself with and comply with the policies and requirements of the training setting and of RACMA related to bullying, harassment, victimization or discrimination and the handling of complaints about such behaviours.	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)

Professional Development	Facilitate access to professional development entitlements / allowances. Attendance of RACMA PD forums throughout the duration of supervision of a RACMA Candidate	As required in the course of the FTP (see RACMA Training Calendar)
Research Training Program (RTP)	Assist the Candidate with research training program, research based project undertaken as part of the FTP and support in the development of research question for selection, to facilitate access to research opportunities within workplace and advice on potential methodology for data collection, stakeholder liaison and Ethics committee/s	See Training Calendar for various submission requirements.
RACMA accreditation site visit	Facilitate and participate in the site visit to accredit the Candidate's training post.	As required by RACMA
360° Peer Review	Supervisors may be required to participate in the Candidate's 360 Peer Review. Candidate may choose to discuss the outcomes with one's supervisor, in particular in reference to any additional training and fulfilment of gaps.	In the Candidate's final year of training.
Preceptor/s	Liaise with the Candidate's Preceptor to monitor Candidate progress in meeting training requirements, discuss concerns, etc. Engage in the advice for the development of the Annual Training Plan.	At least four times per annum, and as required if there are issues.
RACMA Jurisdictional Coordinator of Training (JCT)	Meet or discuss with the JCT the progression of the Candidate if progression issues have been identified and need remediation/resolution. Meetings with candidate's Preceptors should be instigated in the first instance. Seek assistance from the JCT if serious performance issues had been displayed/identified by Candidate.	If issues with Candidate progression in the FTP have been identified and discussed with the College Preceptor .
RACMA National Office	If you have any queries, contact (03) 9824 4699 or see the RACMA website for further details.	As required

3.2 Role of Supervisors

The [Supervisor](#) is ordinarily the line manager of the Candidate. Ordinarily it is the employer who appoints the supervisor in the workplace. Preferably to attain the competencies required in the FTP, the supervisor should be a FRACMA.

However, there will be circumstances when the Supervisor is not a FRACMA. In this case, the Preceptor and the Jurisdictional Coordinator of Training (JCT) will provide additional support for the Candidate and Supervisor, and oversight of the Candidate's progress in the FTP. A secondary Supervisor should be appointed to assist with the oversight of progression in the FTP and development of defined competencies as per the RACMA curriculum. This should ideally be a FRACMA. Such shared supervision is acceptable provided the College is informed, and one supervisor is nominated as the primary supervisor.

Direct Supervisor provides support in the workplace for the Candidate, and ongoing education and training for progression to examination. The Supervisor should provide a degree of organisational flexibility to allow Candidate to undertake study leave, training in expanded settings, and gain exposure to areas of identified limitations so that these competencies may be further developed

The Supervisor should also enable opportunities and access to peer support either onsite, through a network or through telecommunications. Additional training opportunities or placements should be encouraged or facilitated, should Candidates be in need of such.

The Supervisor should direct the Candidate to appropriate policies for workplace health and safety, including in relation to a Bullying, Harassment, Victimization and Discrimination, and procedures for dealing with complaints about breaches of such policies.

In the event of interpersonal difficulties between a Candidate and Supervisor, either party may seek avenues for resolution through the workplace policies or provisions, seek assistance from the Candidate's Preceptor, JCT or the National Office. The College will provide support and consultation via the JCT for both the Candidate and the Supervisor.

College Policies and Regulations can be viewed on [RACMA Website](#). The Supervisor is expected to familiarise with:

- this Supervisor Manual
- the requirements for Fellowship training program as set out in the [RACMA College Handbook](#):
- the [RACMA Medical Leadership and Management Curriculum](#)

- the [College policies](#) e.g. Accreditation regulation, appeals processes, Candidate application processes, Training assessment, and workshops
- the [Training Calendar](#) to understand submission dates and sign off requirements by the Supervisor.

3.3 Preceptor and Supervisor Reporting

3.3.1 Annual Training Plan (ATP)

Each Candidate is required to develop with their preceptor, and submit an [Annual Training Plan \(ATP\)](#) in consultation with and endorsement of the Supervisor to ensure gaps and observations about performance and learning are embedded in the ATP. The ATP should include educational activities organised by RACMA (i.e. Workshops) and external workplace based activities which will develop skills and knowledge in medical administration required for successful completion of the RACMA Fellowship Training Program. This can include additional training, courses, exposure to knowledge areas that are deficient in the training post and/or placements/secondments in other workplace settings.

The [In-Training Assessment Report \(ITA\)](#) will also inform the development of the Candidate's ATP and the mid-year ITA may trigger a review of the current year's ATP.

3.3.2 Process

- The [Candidate](#) initiates a meeting with his/her Preceptor to develop the ATP at the commencement of the academic year or rotation
- If the Candidate will rotate through more than one training post during the year or the duration of the FTP, this information should be recorded on the ATP and the National Office should be informed accordingly for the accreditation purposes
- The ATP is agreed to and signed by the Candidate and the Preceptor (Supervisor should be informed of any planned training activities to supplement and enhance training in the training post)
- The Candidate submits a copy of the signed ATP to the RACMA National Office via the online eETP submission tool, by the date required in the [Training Calendar](#).

Suggested Workplace Learning Activities that Satisfy Key Competencies

The RACMA Medical Leadership and Management Curriculum outlines [workplace learning activities](#) to satisfy key FTP competencies. See [RACMA Medical Leadership and Management Curriculum](#) (particularly page 28).

3.3.3 In-Training Assessment Reports (ITA)

The Candidate's Supervisor must complete the ITAs, in collaboration with the Preceptor, during the period of the Candidate's training. The Supervisor will 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, and rank them accordingly - Novice, Apprentice, Competent as three stages of competency development.

Any training gaps that are identified may form the basis of a review of the ATP for the current period and should also form the basis for remediation strategies to overcome gaps.

The ITA reports are also endorsed by the Candidate's Preceptor. The Preceptor and the Candidate will plan around areas in which the Candidate requires further experience or knowledge to achieve the core competencies. Should the Preceptor have any concerns regarding the Candidate's experiential training or progress in the workplace, they should be discussed with the Supervisor, Jurisdictional Coordinator of Training or with the National Office. Further information on the ITA can be found on the [RACMA website](#).

3.3.4 Research Training Program (RTP)

Introduction of the RTP into the Fellowship Training was to strengthen the College's training in health services evaluation research. The RTP is a commitment to the Medical Leadership and Management Curriculum that supports and builds on the continuing requirement of Candidates to complete a written case study for assessment and an oral presentation. Further, the RACMA [Research Training Program \(RTP\)](#) builds on Candidates Masters' degree studies in epidemiology. Please refer to the [RTP Handbook](#) for further information.

In summary, the RTP brings together the following requirements:

- University Masters' degree studies in: Epidemiology and Research Methodology/Methods
- Participation in Introduction to Health Services Evaluation Research Webinar
- Completion of a 500 word (maximum) Health Services Evaluation Research Webinar Assessment Task
- Submission of National Ethics Application Form (NEAF) for review and advice on the suitability of the chosen topic for research

- Conduct of a research project in the workplace context and utilising health services evaluation research methodology. This research project must be in the medical administration context of health services evaluation research.
- Satisfactory completion of an Oral Presentation of the research in progress or already completed Research
- Submission of the Research-based Case Study paper (6000 -10000 words) in the final year of training towards Fellowship

The objective of the [Research Training Program \(RTP\)](#) is 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
- Write a research based paper for summative assessment by the College

Supervisors need to support Candidate's 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). Refer to the [RACMA website](#) for the RTP Handbook and RTP requirements.

3.4 RACMA Training Calendar

The [RACMA Training Calendars](#) are set on the basis of activities for Candidates in their training. Submission of work must be in line with the due dates in the Training Calendar for each cohort of Candidates. Extensions of time for the submission of work may be requested and sent through to the College for approval. Such requests should be signed off by Supervisor and/or Preceptor.

Applications for credit for comparable work previously undertaken or completed can be submitted if credit is sought for any FTP component. These will be reviewed by the Credit Review panel and may be applicable for the Masters units already completed, research projects undertaken and other elements of the Fellowship Training Program subject to the previously completed studies being current and in Health Services Management.

3.5 Part-time Medical Management Practice

Candidates may undertake training towards Fellowship on part-time basis, depending on the FTE in their medical management practice.

The training period should not exceed eight (8) years, which allows for any interruption and part-time training. If this is not possible, the Candidate will need to discuss this with their Preceptor and the National Office. If necessary, an extension may need to be sought and submitted to the Chief Executive for approval.

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.

If a Candidate is in a part-time role in the workplace in medical administration, the candidate will be completing their FTP over a longer period of time than those who are in full time equivalent posts. However, part-time Candidates will be expected to complete their training requirements within specified timeframes as outlined by the College.

3.6 Eligibility to sit RACMA Exam

In the event when a Candidate completes all FTP requirements but is unsuccessful at the pre-fellowship exams as his/her first or second attempt, the Candidate will be required to continue his/her medical management practice under supervision and submit bi-annual ITA reports until the Candidate has successfully passed exams and becomes eligible for Fellowship.

There are 3 attempts at the pre-fellowship exam that a Candidate is allowed to undertake.

To further obtain information on the eligibility to sit the RACMA examination or eligibility for election to Fellowship, [the Regulation for the Conduct of RACMA exams](#) can be viewed on RACMA website.

3.7 Taking Leave from the Fellowship Training Program

Candidates may interrupt their training if they wish to take Leave from the FTP for a maximum period of two years, after which time they will be required to recommence training and complete their Fellowship training program within the specified maximum period of eight years. If a Candidate does not complete their Fellowship training requirements and successfully pass the examination within this period, their Candidacy will be suspended unless they can demonstrate sufficient cause as to why their Candidacy should not be revoked and apply for an extension request or Special Consideration.

Candidates who wish to defer or take leave from their training must complete appropriate documentation (Leave form) available on the RACMA website or from the National Office, clearly stating the reasons for Leave e.g. sickness, family leave, change of employment, and the date they intend to resume training. Taking leave or deferral from training is subject to approval by the Candidate's Preceptor and the CEO and may incur a deferred training fee.

Supervisors should be informed of the Candidate's intention to take Leave.

[Leave policy](#) for the RACMA Fellowship Training Program.

3.8 Faculty Education Program - Supervisors

RACMA holds monthly sessions as part of Faculty Education Program to enhance Faculty engagement with the Candidate Preceptors and Supervisors and to discuss matters related to the Fellowship Training Program, assessment and to provide training to Preceptors and Supervisors on the requirements of the FTP, skill development for Faculty on coaching, feedback, membership and guidance, etc.

Supervisors should attend any Faculty related training activities and events offered by the College.

Further information can be obtained via inquiring with the National Office, or contact Ms Anna Lyubomirsky, the National Education and Training Program Manager.

3.9 College Policies, Regulations and Terms of Reference

A comprehensive list of RACMA policies, regulations, guidelines and College position descriptions 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

College Position Descriptions

http://www.racma.edu.au/index.php?option=com_content&view=category&id=130&Itemid=292

3.10 College Information

The College provides an information kit to the Supervisors of commencing Candidates which contains information on the College training requirements for the FTP, reference to the College curriculum, information on accreditation process of training posts, and a list/update of College Policies relevant to Supervisors and their knowledge for the purposes of Candidacy training.

The College will also send to all Faculty and Jurisdictions EdNews, the Quarterly newsletter and Policy Updates.

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 and College policies and regulations.

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.

Those who wish to exercise their right of appeal should refer to the Policy for Reconsideration, Review and Appeal of Decision of College Committees and College Officers on RACMA website.

In the case of any discrimination or harassment issues, College members have an avenue to seek support and resolution at the place of employment, and alternatively adhere to the College policies and regulations.

Section 4: Roles of College Committees and Officers

4.1 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 workplace activity of the Candidate and ordinarily is not employed within the same organization as the Candidate. Preceptors are appointed by the College for the term of Candidacy. Preceptors should be notified of any change in their Candidate's training post or circumstances.

[The Preceptor's](#) position description can be found on the RACMA website.

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 and is a member of the Progression Panel, and participates in the Accreditation site-visits of training posts.

College education and training programs are made available at a Jurisdictional level. The JCTs have important relationships with Candidates and with Candidate Preceptors (as they oversee Candidate progress and advise on remediation strategies through the Progression Panel).

The [Jurisdictional Coordinator of Training](#) position description can be found on the RACMA website. Contact details for the [Jurisdictional Coordinators of Training](#) for each jurisdiction can be found on the [RACMA website](#).

4.3 The Training Progress Committee

The Training Progress Committee monitors and evaluates Candidates' progression in the Fellowship Training Program. The Committee identifies Candidates at risk and/or those requiring additional support or remediation.

Any issues identified in the progression of Candidates will be considered by the [RACMA Training Progress Committee](#) and strategies for remediation, support and clarification developed. The JCTs will be asked to address training deficiencies of Candidates identified at risk and unsatisfactory progress in the FTP and in the workplace. JCTs will work with Preceptors and Supervisors if there is a requirement to provide remediation and develop a revised training plan or opportunities for Candidates.

4.4 The Board of Censors

The Board of Censors (BOC) advises on the assessment of Candidates for Fellowship of RACMA and provides the oversight on the following:

- The assessment framework that is mapped to the curriculum for training of specialist medical administrators
- Formative and Summative assessment of training tasks
- Monitoring and regulating processes of assessment including:
 - training of censors,
 - standardization and consistency of assessment
 - examination process

The Board of Censors is chaired by the Censor in Chief and comprises of members who are appointed by the RACMA Board following application, assessment, and selection, and on the recommendation of the Censor-in-Chief via the Education and Training Committee.

4.5 Education and Training Committee

The Education and Training Committee (ETC) provides advice to the Board on the strategic directions and development of the educational activities of the College. The ETC defines its terms of reference in line with the strategic directions and priorities of the RACMA Board. The ETC will recommend to the Board on any issues affecting policy and procedure which relate to the College's training, assessment and CEP programs.

4.6 Evaluation of Preceptor and Supervisor by Candidate

Candidates will have an opportunity to formally evaluate their Preceptor's and Supervisor'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 or Supervisor 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 is not an indication that a Candidate will achieve a passing score.

If the Candidate feels he/she doesn't have sufficient support from their Supervisor, they should discuss this with the Supervisor, Preceptor, Jurisdictional Coordinator of Training and/or the National Office.

The College conducts annual surveys seeking Candidates feedback about the Fellowship Training Program and their experience with Supervisors, Preceptors and other College stakeholders and training activities.

Section 5: Your Jurisdictional Branch

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 College concerning matters specific to the jurisdiction
- Notify the College of any breaches of Articles or Regulations of the College occurring in the jurisdiction.

The College website has information about the State bearers and the Jurisdictional Training Coordinators. This contains their contact details and names.

Section 6: Communication

6.1 Surveys

Supervisors will be invited to participate in an annual Supervisor's survey to seek feedback on the Fellowship Training Program. Annual surveys are conducted online using *Survey Monkey* to record and collate results. The surveys provide Supervisors with an opportunity to seek further training and support if needed. Your feedback is critical to assist the College enhance its training program.

All Supervisors can contact the JCTs or the National Office to seek support, information or assistance.

6.2 RACMA Website

The College's website is located at www.racma.edu.au.

College members are provided with a Log-In Name and Password. Candidates are provided access to the following at the commencement of their training with RACMA:

- All RACMA publications including the Handbook, the College Constitution, *The Quarterly*, and the Annual Report
- All assessment forms and cover sheets required for completion of the Training requirements in the FTP
- Training Calendar and Events Calendar
- Websites for the College Governance section, Policies and Regulations
- Candidate profile portal for recording employment and contact details and for editing purposes
- RACMA eLibrary and LMS
- Career notices
- eETP – an online facility for submitting training portfolio tasks
- PD Forums

Supervisors who are members of RACMA can also access the members section of the RACMA website with their log-in details. For log – in details and Password please contact the [National Office](#).

6.3 College Handbook

The [College Handbook](#) provides details of the structure of The Royal Australasian College of Medical Administrators and its education programs.

6.4 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 of [The Quarterly](#) are on the College website.

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

6.5 The College Contacts

The College website provides contact details of relevant staff members of the [RACMA National Office](#).