




Fellowship Training Program Curriculum Learning Outcomes

**Version 1.0
December 2023**

*For implementation
3 February 2025*





The Royal Australasian College of Medical Administrators (RACMA) acknowledges the College office is on the unceded lands of Naarm on the traditional lands of the Woi Wurrung language group of the Wurundjeri People from the Kulin Nation. We acknowledge and pay our respects to Elders past and present of Aboriginal and Torres Strait Islander Peoples and acknowledge Māori are the Tangata Whenua of Aotearoa New Zealand. RACMA acknowledges and pays our respects to the traditional custodians of all country upon which Australasian Medical Leaders perform their duties.

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Foreword

It is with great pleasure and anticipation that we introduce the RACMA Fellowship Training Program Curriculum Learning Outcomes. We acknowledge the contributions of all those who played a role in shaping the previous version of the curriculum known as the RACMA Medical Leadership and Management Curriculum. Their dedication and insight laid a solid foundation upon which this document now stands.

As the healthcare landscape continues to evolve, the importance of effective medical leadership and management becomes increasingly evident. Specialist Medical Leaders play a pivotal role in navigating the complexities of modern healthcare systems. The RACMA Fellowship Training Program not only equips aspiring medical leaders with the essential knowledge and skills, but also instils a deep sense of responsibility towards promoting quality, safety and innovation in healthcare delivery. This document provides a roadmap to guide learners through the core competencies vital for success in medical leadership and management. From clinical governance, strategic planning and financial management to ethical decision-making and stakeholder engagement, the curriculum learning outcomes encapsulate the multifaceted nature of the Specialist Medical Leader's role.

We recognise that the healthcare system, as well as the needs and expectations of our learners, is dynamic and ever-changing. Therefore, this document has been developed with the understanding that it will continue to adapt, change, and evolve. Feedback from all stakeholders is not only welcomed but will continue to be actively sought. Through this approach, we aspire to cultivate a learning environment that is responsive, forward-thinking, and consistently aligned with the evolving demands of the healthcare landscape.

Dr Helen Parsons CSC
President
RACMA

Professor Pooshan Navathé
Chair, Education and Training Committee
RACMA

Acknowledgements

We gratefully acknowledge all those whose combined efforts shaped the development of the Royal Australasian College of Medical Administrators (RACMA) Fellowship Training Program Curriculum Learning Outcomes. This initiative would not have been possible without their dedication, collaborative spirit, time and expertise.

Special appreciation goes to our stakeholders who provided valuable feedback throughout the development process. Their insights, perspectives, and constructive critiques played a crucial role in refining this document, ensuring its relevance, and contributing to the overall quality of the training program.

We recognise the Royal College of Physicians and Surgeons of Canada as the developer of the CanMEDS Physician Competency Framework. We would like to express gratitude for their permission to adapt and customise the framework to the specific needs of our context.

Furthermore, we extend thanks to members of the Fellowship Training Program Renewal Project Working Group whose passion for advancing medical leadership and management was instrumental in ensuring the RACMA Fellowship Training Program continues to meet the needs of the ever-evolving healthcare system.

The revised RACMA Fellowship Training Program Curriculum Learning Outcomes stand as a testament to our shared dedication to build a safer, more effective and equitable health system across Australasia, through the training and nurturing of future health system leaders.

Thank you to all who have played a role in this process.

Dr Helen Parsons CSC
President
RACMA

Professor Pooshan Navathé
Chair, Education and Training Committee
RACMA

Introduction

The Royal Australasian College of Medical Administrators (RACMA) is unique in the world as the only specialist medical college that trains doctors to become specialist medical leaders and managers.

The RACMA Fellowship Training Program aims to prepare Candidates to become specialist medical leaders and managers able to integrate medical and health system expertise with specialist medical leadership and management skills to positively influence and lead the Australasian health care systems. Graduates will be able to provide stewardship of healthcare systems to support safe, equitable, appropriate, sustainable, evidence-based and well-governed care.

Candidates will be trained in the broad specialty of medical leadership and management. It is recognised that following graduation, their scope of practice will change, depending on the context and location in which they work, their career stage and professional interests.

RACMA is accredited by the Australian Medical Council and recognised by the Medical Board of Australia and the Medical Council of New Zealand as providing the only education pathway to recognition as a Specialist Medical Administrator.

The Fellowship Training Program Curriculum Learning Outcomes builds on previous versions of the Medical Leadership and Management Curriculum and should be read in conjunction with the Fellowship Training Program Handbook.

Overview of the Fellowship Training Program

The RACMA Fellowship Training Program is for medical practitioners who wish to pursue a career in health system leadership and management.

The RACMA Fellowship Training Program is structured as 2 phases - Foundation and Advanced. The program takes a minimum of 3 years full time equivalent training to complete. Each phase requires a minimum of 18 months full time equivalent training. Candidates remain in each phase of training until they have completed the minimum time, training, learning and assessment requirements of that phase. The maximum duration of each phase will, to some extent, be determined by each Candidate's progress (provided that the maximum training duration for each phase and the program overall is not exceeded).

Each phase of training includes prescribed training, learning and assessment activities designed to support skill development, reflective practice and self-directed learning. The activities include work-based experiential learning, education activities, academic study, work-based assessment, structured assessments and examination.


Training occurs under supervision in posts accredited by RACMA ensuring they provide safe and appropriate learning environments and opportunities. Candidates must be in an accredited training post under supervision for the duration of training.

The RACMA Fellowship Training Program is underpinned by the Curriculum Learning Outcomes.

The Curriculum Learning Outcomes outline the essential knowledge, skills and abilities Candidates are expected to develop as part of the Fellowship Training Program. The knowledge, skills and abilities are required to practise safely and independently as a Specialist Medical Administrator in Australia and Aotearoa New Zealand.

These together inform the:

- structure of the Fellowship Training Program
- Fellowship Training Program education, training and assessment requirements
- accreditation of training posts to ensure Candidates receive the breadth of experience required during training
- assessment of Specialist International Medical Graduates (SIMGs) seeking specialist recognition
- assessment of Recognition of Prior Learning and Experience (RPLE) applications.



The Curriculum Learning Outcomes are a key resource that should be used by Candidates, Jurisdictional Coordinators of Training, Training Supervisors and Preceptors to guide Candidate learning and development. The Curriculum Learning Outcomes may also be used by stakeholders from the broader health system to understand the purpose and outcomes of the RACMA Fellowship Training Program.

Fellowship Training Program Curriculum Framework

The CanMEDS¹ Framework, first developed by the Royal College of Physicians and Surgeons of Canada in 1996, underpins most modern medical curricula. The framework identifies and describes the competencies doctors require to effectively meet the health care needs of the people they serve. These competencies are grouped thematically under 7 roles or domains with the role of Medical Expert at the centre of the framework. As medical experts, doctors must integrate the competencies from all the CanMEDS roles.

The Fellowship Training Program Curriculum Framework is based on a modified CanMEDS Framework.² It provides an educational framework and structure based on 8 intersecting domains of professional practice that are considered essential for a RACMA Fellow. RACMA Fellows must integrate the competencies from all 8 interrelated and intersecting domains of professional practice.

For each of the domains of professional practice the expected graduate outcomes, key competencies and learning outcomes are defined. Together these describe the attributes expected of a Candidate upon completion of the RACMA Fellowship Training Program and of a RACMA Fellow.

The 8 domains of professional practice are:

- Collaboration and Teamwork
- Communication
- Ethics and Professionalism
- Health Advocacy and Cultural Safety
- Learning, Teaching and Informed Decision Making
- Medical and Health System Expertise
- Medical Leadership
- Medical Management

¹ Frank JR, Snell L, Sherbino J, editors. CanMEDS 2015 Physician Competency Framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015.

² Adapted from the CanMEDS Physician Competency Framework with permission of the Royal College of Physicians and Surgeons of Canada. Copyright © 2015.

Figure 1. RACMA Fellowship Training Program Domains of Professional Practice³

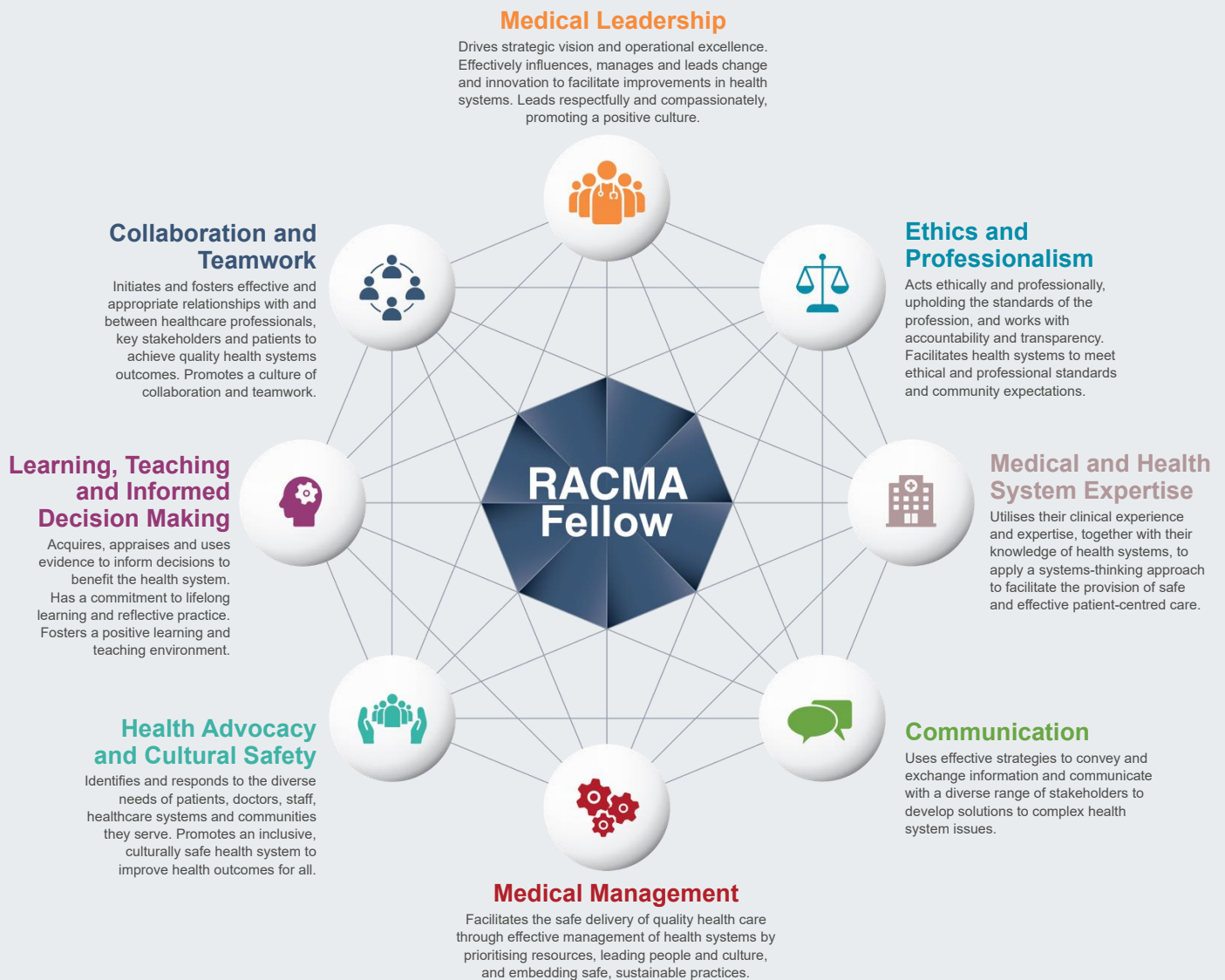


Figure 1 depicts the 8 interrelated and intersecting domains of professional practice essential for a RACMA Fellow. A RACMA Fellow will integrate the competencies from all 8 domains into their practice.

³ Adapted from the CanMEDS Physician Competency Framework with permission of the Royal College of Physicians and Surgeons of Canada. Copyright © 2015.

Figure 2. RACMA Fellowship Training Program Graduate Outcomes

The Domains of Professional Practice are presented in this figure and throughout this document in alphabetical order. This is not intended to convey any order of priority.



Collaboration and Teamwork

Initiates and fosters effective and appropriate relationships with and between healthcare professionals, key stakeholders and patients to achieve quality health systems outcomes. Promotes a culture of collaboration and teamwork.



Communication

Uses effective strategies to convey and exchange information and communicate with a diverse range of stakeholders to develop solutions to complex health system issues.



Ethics and Professionalism

Acts ethically and professionally upholding the standards of the profession and works with accountability and transparency. Facilitates health systems to meet ethical and professional standards and community expectations.



Health Advocacy and Cultural Safety

Identifies and responds to the diverse needs of patients, doctors, staff, healthcare systems and communities they serve. Promotes an inclusive, culturally safe health system to improve health outcomes for all.



Learning, Teaching and Informed Decision Making

Acquires, appraises and uses evidence to inform decisions to benefit the health system. Has a commitment to lifelong learning and reflective practice. Fosters a positive learning and teaching environment.



Medical and Health System Expertise

Utilises their medical and health system experience and expertise, together with their knowledge of health systems, to apply a systems-thinking approach to facilitate the provision of safe and effective patient-centred care.



Medical Leadership

Drives strategic vision and operational excellence. Effectively influences, manages and leads change and innovation to facilitate improvements in health systems. Leads respectfully and compassionately, promoting a positive culture.



Medical Management

Facilitates the safe delivery of quality health care through effective management of health systems by prioritising resources, leading people and culture, and embedding safe, sustainable practices.

The Graduate Outcomes defined under each of the 8 domains are expanded into Key Competencies and Learning Outcomes.

- Key Competencies are broad statements that define what a Candidate is expected to be able to do by the end of the training program. Each of the broad Key Competencies are expanded further as detailed Learning Outcomes.
- Learning Outcomes describe in observable and measurable terms the expected knowledge, skills and professional abilities Candidates are expected to achieve by the end of the Fellowship Training Program.

Figure 3. RACMA Fellowship Training Program Curriculum Framework





Collaboration and Teamwork

Initiates and fosters effective and appropriate relationships with and between healthcare professionals, key stakeholders and patients to achieve quality health systems outcomes. Promotes a culture of collaboration and teamwork.

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

1 Foster effective and appropriate inter-professional teams to achieve quality health system outcomes	1.1	Understand theories of effective teamwork and collaboration
	1.2	Demonstrate the ability to work within and across teams to achieve shared goals and outcomes
	1.3	Foster a positive and safe team environment
	1.4	Encourage, value, and integrate the contributions of others to achieve desired outcomes
2 Work with others to effectively manage conflict	2.1	Demonstrate knowledge of the principles of conflict resolution
	2.2	Identify and address situations where power and hierarchy may influence conflict
	2.3	Demonstrate ability to make sound decisions when faced with conflicting perspectives
	2.4	Employ collaborative negotiation to resolve conflicts
	2.5	Foster respect for individual differences and perspectives
3 Build effective stakeholder relationships	3.1	Identify key stakeholders and engage constructively
	3.2	Manage expectations and maintain effective stakeholder relationships
	3.3	Advocate the importance of patients, families, carers and communities as key stakeholders in healthcare decision making
	3.4	Identify opportunities for and effectively manage stakeholder consultation, including managing diverse views



Communication

Uses effective strategies to convey and exchange information and communicate with a diverse range of stakeholders to develop solutions to complex health system issues.

Key Competency	Learning Outcome
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>	
4 Understand and apply the principles, theories and methods of effective communication	4.1 Understand the importance of effective communication across the health system
	4.2 Identify the different methods and processes for imparting knowledge and information within healthcare organisations and systems
	4.3 Apply appropriate communication styles to meet the needs of the situation and audience
	4.4 Identify and address barriers to effective communication
	4.5 Demonstrate the appropriate use of written and verbal communication
	4.6 Demonstrate effective active listening skills
	4.7 Demonstrate effective presentation skills including the use of visual communication aids
	4.8 Identify and understand relevant organisational communication and engagement policies and frameworks
	4.9 Understand the opportunities and challenges for effective communication presented by digital health technologies
	4.10 Understand effective and responsible use of traditional media and social media
5 Communicate with positive influence and impact	5.1 Understand the value of inclusive language that acknowledges diversity and conveys respect
	5.2 Recognise how culture, diversity, authority and power impact communication
	5.3 Use appropriate communication methods to manage the needs of stakeholders from diverse groups
	5.4 Apply effective persuasive communication strategies
	5.5 Demonstrate ability to build rapport and trust
	5.6 Combine clinical, management and economic perspectives with appropriate evidence to establish credibility
	5.7 Communicate effectively to engage stakeholders in the mission, vision, objectives and priorities of the organisation
	5.8 Prepare and present clear, concise and logical communications to senior leaders
	5.9 Apply models and strategies of behavioural change to influence others



Communication

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

6	Communicate in challenging circumstances	6.1	Develop strategies to deliver effective traditional media and social media messages
		6.2	Apply policies and frameworks for delivering bad news
		6.3	Manage difficult conversations with people from multiple stakeholder groups
		6.4	Address complex communication issues between stakeholders in conflict
		6.5	Demonstrate effective skills in crisis communication
		6.6	Apply policies and frameworks to manage complex medicolegal communications



Ethics and Professionalism

Acts ethically and professionally, upholding the standards of the profession, and works with accountability and transparency. Facilitates health systems to meet ethical and professional standards and community expectations.

Key Competency	Learning Outcome
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>	
7 Demonstrate and foster ethical behaviour in healthcare	7.1 Identify ethical frameworks for decision making
	7.2 Demonstrate understanding of obligations and relevant health legislation and regulatory frameworks and how these apply to ethics and professionalism
	7.3 Apply ethical principles in decision making
	7.4 Manage conflicts of interest
	7.5 Identify, investigate and manage unethical behaviour
8 Demonstrate and foster ethical decision making in the clinical setting	8.1 Understand ethical principles applicable to healthcare, why ethical considerations are crucial in healthcare, their own values and biases and the potential consequences of unethical behaviours and decisions
	8.2 Apply ethical principles to resolve ethical dilemmas in the clinical setting
	8.3 Understand the ethical issues in specific areas such as patient confidentiality, informed consent, conflicts of interest, patient autonomy, patient capacity and end of life to ensure patient safety and outcomes are prioritised
9 Display, and foster in others, a sound standard of professional and personal conduct	9.1 Demonstrate respect for and adherence to professional, legal and ethical codes of practice
	9.2 Maintain required privacy and confidentiality in relation to patients, colleagues, and professional matters
	9.3 Manage breaches of professionalism in others
10 Demonstrate a commitment to doctor and healthcare workforce health and wellbeing, and sustainable practice	10.1 Identify personal, professional and organisational factors that may impact negatively on health and wellbeing of healthcare workforce, and with particular reference to medical staff
	10.2 Identify and promote a healthy work environment including services that support doctor health and wellbeing
	10.3 Demonstrate behaviours that balance personal and professional priorities to ensure personal health and sustainable practice
	10.4 Support others to manage personal and professional priorities, and organisational objectives



Ethics and Professionalism

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

11 Promote a culture of respectful and inclusive behaviour	11.1	Understand the need for collaboration with all diverse groups when developing policy
	11.2	Identify staff and other policies related to Aboriginal, Torres Strait Islander, and Māori Peoples
	11.3	Identify staff and other policies related to inclusion and respect for those with all forms of diversity including age, culture, disability, ethnicity, gender, gender identity, impairment, linguistic, physical and mental health, neurodiversity and sexual orientation
	11.4	Identify policies related to bullying, discrimination, harassment, sexual harassment, and sexual misconduct
	11.5	Apply policy and support behaviours and initiatives that contribute to positive culture in medicine and in the workplace
	11.6	Foster and encourage a culture of speaking up against bullying, discrimination, harassment, sexual harassment, and sexual misconduct



Health Advocacy and Cultural Safety

Identifies and responds to the diverse needs of patients, doctors, staff, healthcare systems and communities they serve. Promotes an inclusive, culturally safe health system to improve health outcomes for all.

Key Competency	Learning Outcome
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>	
12 Respond to the diverse health needs of Aboriginal, Torres Strait Islander, and Māori Peoples	12.1 Understand the Constitutional arrangements that recognise the rights of First Nations Peoples across Australia and Aotearoa New Zealand including Te Tiriti o Waitangi
	12.2 Understand the importance of consulting and partnering with Aboriginal, Torres Strait Islander, and Māori Peoples when designing services and programs to meet the health needs of these communities
	12.3 Identify and promote ways to eliminate health disparities and promote equity for Aboriginal, Torres Strait Islander and Māori Peoples
	12.4 Foster a culturally safe healthcare system through leadership that supports the rights and dignity of Aboriginal, Torres Strait Islander, and Māori Peoples
	12.5 Recognise the importance of reconciliation and cultural redress for First Nations Peoples at a system and organisational level
	12.6 Promote the professional development and support of Aboriginal, Torres Strait Islander, and Māori health workforces
13 Respond to the diverse health needs of communities	13.1 Identify the health needs and priorities within diverse communities
	13.2 Identify and enact opportunities for continuous quality improvement in delivering culturally appropriate, safe and equitable healthcare
	13.3 Recognise differences between equity and equality in relation to healthcare
	13.4 Advocate for the elimination of inequities for patients and populations
	13.5 Promote and implement initiatives that improve cultural safety
14 Respond to the health needs of populations including those with all forms of diversity including age, culture, disability, ethnicity, gender, gender identity, impairment, linguistic, physical and mental health, neurodiversity and sexual orientation	14.1 Recognise the importance of ethical considerations to healthcare resource allocation
	14.2 Assess information to identify and address prejudice or bias
	14.3 Recognise and challenge personal biases and those of others
	14.4 Understand the impact of bias on diverse populations
	14.5 Identify and promote ways to eliminate health disparities for diverse populations



Health Advocacy and Cultural Safety

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

15 Identify the social determinants of health for populations and advocate for improved health outcomes

15.1 Identify the social determinants of health in individuals and populations and their impact on health equity and outcomes

15.2 Advocate for policies and practices that address inequities in the social determinants of health

15.3 Critically appraise enablers and barriers to quality health services and advocate for improvement at a systems level

15.4 Understand the impacts of colonisation, racism in all its forms and intergenerational trauma, on individual and community health

15.5 Identify ways to minimise the impact of the digital divide on healthcare

16 Influence policy and practice to optimise health outcomes

16.1 Discuss issues in current health and public policy and describe potential solutions

16.2 Participate in policy development that improves the safety, effectiveness and equity of healthcare

16.3 Implement principles of co-design in policy development and decision making



Learning, Teaching and Informed Decision Making

Acquires, appraises and uses evidence to inform decisions to benefit the health system. Has a commitment to lifelong learning and reflective practice. Fosters a positive learning and teaching environment.

Key Competency		Learning Outcome	
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>			
17	Maintain and enhance professional practice through reflection and lifelong learning	17.1	Seek and use feedback to enhance professional practice and inform learning opportunities
		17.2	Demonstrate the use of self-reflection to enhance professional practice and inform learning opportunities
		17.3	Recognise own limitations, seeking support, advice or opportunities for learning when required
		17.4	Develop and implement learning plans based on self-reflection and feedback
		17.5	Demonstrate skills that support lifelong learning for professional development
18	Critically appraise and use evidence for decision making	18.1	Understand the wide variety of forms of evidence including audit, contextual, lived-experience, qualitative and quantitative
		18.2	Identify, collate, critically appraise, analyse and interpret evidence and information
		18.3	Integrate the use of evidence with analytical and critical thinking for decision making in professional practice
		18.4	Evaluate evidence and information in proposals for the introduction and review of clinical services, practice and technology
		18.5	Summarise and communicate to others relevant research findings or evidence to assist decision making
19	Facilitate learning for others	19.1	Promote a positive and safe learning environment for all in the workplace
		19.2	Apply the key principles and strategies of adult learning
		19.3	Provide constructive feedback to enhance learning and performance
		19.4	Present knowledge and information in appropriate forms to meet learner needs
		19.5	Recognise the benefits of interprofessional learning
20	Support the development and application of research and innovation within the health system	20.1	Explain research governance and processes
		20.2	Discuss the principles of research design, methodology, ethics, publication and translation
		20.3	Foster research and innovation that improves health outcomes and enhances health system leadership and management
		20.4	Summarise and communicate to different audiences the findings of research and innovation



Medical and Health System Expertise

Utilises their medical and health system experience and expertise, together with their knowledge of health systems, to apply a systems thinking approach to facilitate the provision of safe and effective patient-centred care.

Key Competency	Learning Outcome
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>	
21 Recognise the political, economic, social, clinical, legal, geographical and technological factors that impact the delivery of safe and effective healthcare	21.1 Understand the principles of organisation, operation, governance and funding of the Australian and Aotearoa New Zealand healthcare systems
	21.2 Demonstrate knowledge and understanding of the difference in organisational structure, governance, and funding for private and public health organisations
	21.3 Appreciate national and international health system issues and priorities
	21.4 Compare and contrast the Australian and Aotearoa New Zealand models of health system organisation and funding with models in other countries
	21.5 Apply frameworks for analysing the performance of health systems
	21.6 Demonstrate knowledge and understanding of the principles and practice of developing, analysing, implementing and reforming health policy
	21.7 Demonstrate understanding of areas of law relevant to the delivery of safe and effective healthcare
	21.8 Understand the contributors to disparities in rural health service provision
	21.9 Identify the unique knowledge, skills and perspectives Specialist Medical Administrators bring to decision making and managing complex health system issues
22 Lead and monitor accountability for the delivery of patient-centred care	22.1 Understand evidence-based patient-centred care quality indicators
	22.2 Foster a shared understanding within the health workforce of the importance of patient-centred care
	22.3 Prioritise patient safety and quality care in decision making
	22.4 Apply the findings from patient experience surveys to improve patient-centred care
23 Use medical and health system expertise to manage disasters and critical incidents impacting the healthcare system	23.1 Identify and address the range of risks faced within the complex health system and health system planning
	23.2 Understand the definitions, terminology and key principles that underpin disaster and critical incident management
	23.3 Apply risk management and business continuity strategies in disaster and critical incident planning and response
	23.4 Identify and apply relevant legislation, policies, frameworks, plans and tools for disaster and critical incident management
	23.5 Apply medical and health system management knowledge and skills to collaboratively manage disasters occurring within the health service and beyond



Medical and Health System Expertise

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

24	Develop and implement Clinical Governance systems that ensure the quality, safety and continual improvement of health services	24.1	Understand the primacy of person-centred care
		24.2	Understand the definitions, terminology and key principles that underpin effective Clinical Governance
		24.3	Understand the structures, systems, processes and frameworks for effective Clinical Governance
		24.4	Identify and implement strategies to continuously improve the effectiveness of Clinical Governance
		24.5	Understand the value and importance of performance indicators in monitoring the clinical health of the facility
		24.6	Analyse the findings and recommendations from enquiries that have identified Clinical Governance failures
		24.7	Recognise and understand the clinical governance implications of digital health technologies
		24.8	Understand the relationship between Clinical and Corporate Governance with specific reference to staffing and budgeting
		24.9	Facilitate compliance with obligations and processes for identifying, reporting, investigating and implementing recommendations following Sentinel Events
		24.10	Facilitate effective systems and processes for protecting privacy and confidentiality
		24.11	Apply the requirement and process for an organisational response to quality and safety recommendations from the Coroner or other Jurisdictional agency
		24.12	Recognise the key leadership role Specialist Medical Administrators play in ensuring effective Clinical Governance
25	Improve the quality and safety of healthcare and effectively manage clinical risk	25.1	Identify circumstances that put patients at risk of harm
		25.2	Apply the principles and requirements of clinical incident investigation and management
		25.3	Apply the principles and requirements of a clinical complaint investigation and management
		25.4	Develop recommendations for system improvement following investigation of clinical incidents and complaints
		25.5	Facilitate effective pathways and processes for patients, families and carers to raise concerns when a patient's condition worsens or is not improving as expected
26	Manage medicolegal matters	26.1	Analyse existing and emerging medicolegal risks
		26.2	Implement strategies to minimise medicolegal risk
		26.3	Facilitate compliance with obligations and processes to report certain deaths to the Coroner and other Jurisdictional agencies
		26.4	Apply the principles and requirements of informed consent
		26.5	Implement the principles, elements and processes for Open Disclosure



Medical and Health System Expertise

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

27	Manage the governance and operational requirements for the introduction of new technologies, treatments or practices	27.1	Understand the process for assessing the benefits and risk of introducing a new technology, treatment or practice
		27.2	Recognise and promote the governance and regulatory requirements for the introduction of a new technology, treatment or practice including requirements for training, credentialing and scope of practice
		27.3	Prepare and review business cases for the introduction of new technology, treatment or practice
		27.4	Review and assess the impact of introducing a new technology, treatment or practice outcomes
		27.5	Recognise the unique aspects of funding and approval for the introduction of new technology, treatment or practice within the private sector



Medical Leadership

Drives strategic vision and operational excellence. Effectively influences, manages and leads change and innovation to facilitate improvements in health systems. Leads respectfully and compassionately, promoting a positive culture.

Key Competency	Learning Outcome
<i>On completion of the Fellowship Training Program, a Candidate will be able to:</i>	
28 Apply effective leadership that influences the quality and safety of the healthcare system	28.1 Understand leadership theories, styles and frameworks that influence the healthcare system
	28.2 Recognise the intersection between leadership and management in the healthcare system
	28.3 Adapt leadership style to meet the needs of the situation
29 Lead Self	29.1 Identify one's strengths and areas for further leadership development
	29.2 Demonstrate awareness of how the intersection of bias and background values and beliefs influence one's leadership
	29.3 Demonstrate awareness of how one's behaviour and decision making impacts others
	29.4 Demonstrate awareness of how one is impacted by the behaviour and decisions of others
	29.5 Apply self-awareness in leading and managing situations
	29.6 Demonstrate a commitment to one's health, safety, resilience and wellbeing
30 Lead Others	30.1 Build and manage professional relationships
	30.2 Understand the principles of effective peer support
	30.3 Create a shared vision that provides a clear direction for the organisation or team
	30.4 Engage others to achieve organisational outcomes while respecting professional autonomy
	30.5 Demonstrate respect, integrity and ethical leadership
	30.6 Foster organisational resilience relevant to one's role
	30.7 Demonstrate emotional intelligence when dealing with complex issues in the healthcare system
31 Lead to Influence	31.1 Contribute to effective corporate and clinical governance
	31.2 Integrate collaboration, teamwork and evidence-based decision making to resolve complex issues in the healthcare system
	31.3 Influence and communicate the organisation's vision and purpose
	31.4 Integrate medical expertise, evidence-based decision making and regulatory requirements in governance policy and processes
	31.5 Integrate information from other specialties and disciplines into evidence-based decision making



Medical Leadership

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

32 Lead for the future

- 32.1 Apply the principles of strategic planning
- 32.2 Apply the principles of service planning
- 32.3 Identify and assess opportunities to improve health outcomes through innovation
- 32.4 Recognise the value of digital health technologies in the delivery of quality, safe and effective healthcare
- 32.5 Recognise the impact of emerging technologies on health systems
- 32.6 Identify and enact opportunities to influence policy and system change in response to economic, environmental and social expectations
- 32.7 Promote environmentally sustainable healthcare and consider aspects such as low carbon, climate resilience and waste reduction



Medical Management

Facilitates the safe delivery of quality healthcare through effective management of health systems by prioritising resources, leading people and culture, and embedding safe, sustainable practices.

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

33 Understand management principles and systems thinking within the healthcare system	33.1	Recognise the importance of corporate and operational processes
	33.2	Appreciate the implications of organisational dynamics
	33.3	Identify the principles of systems thinking
	33.4	Explain the different theories and approaches to management
	33.5	Discuss the principles and processes of contract management
	33.6	Apply the principles of project management
	33.7	Understand the principles of business plan development, implementation and assessment
	33.8	Understand the principles of compliance and performance monitoring and reporting in healthcare
34 Apply management processes across the healthcare system	34.1	Develop and implement quality and process improvements
	34.2	Interpret business and operational performance measures to inform management decisions
	34.3	Understand health system funding model for all sectors of health
	34.4	Apply patient flow principles to optimise performance of the healthcare system
	34.5	Apply activity and funding principles to optimise patient care
35 Apply the principles of risk management	35.1	Understand the concepts of risk management, including risk identification, analysis, and management, particularly in a clinical context
	35.2	Apply the principles of risk management to a situation that inform and result in reliable assessment and responses, including preparing a formal risk management plan
	35.3	Create and implement appropriate options to mitigate risks identified, and assess residual risk
	35.4	Develop and deliver communications regarding significant risks and organisational responses
	35.5	Apply principles of enterprise risk management, including risk appetite, risk tolerance, risk balancing, and business continuity



Medical Management

Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

36	Understand the role of digital health	36.1	Understand the benefits, risks and ethics associated with digital health
		36.2	Understand the role of digital health technologies in the design and delivery of health services
		36.3	Understand the importance of digital health capability across the health workforce
		36.4	Understand the governance, frameworks and education for the safe and ethical use of digital health
		36.5	Demonstrate an understanding of the processes for managing cyber governance and risk including how to effectively manage a data breach
37	Understand the role of emerging technologies, and models of care and implications on the health system and clinical practice	37.1	Understand the benefits, risks and ethics associated with emerging technologies and new models of care
		37.2	Recognise the role of adopting and integrating emerging technologies in the design and delivery of healthcare
		37.3	Understand the governance, frameworks and education for the safe and ethical use of emerging technologies
		37.4	Understand the impact of adopting a new model of care on the design and delivery of healthcare
38	Manage financial resources to achieve health system priorities	38.1	Understand the principles of cost-benefit analysis including the identification of low value healthcare
		38.2	Understand the principles and organisational processes of procurement and purchasing
		38.3	Understand the principles of accounting, financial management and budget development in healthcare
		38.4	Monitor, manage and report on budgets and performance metrics
		38.5	Analyse health system data and financial reports to inform decision making
		38.6	Correlate service and capital planning against financial allocations
39	Ensure effective governance and management of the medical workforce	39.1	Demonstrate understanding of the factors that contribute to workforce planning including demographics and rurality
		39.2	Demonstrate understanding of the legal and industrial requirements for managing the medical workforce
		39.3	Oversee the system of credentialing and determining scope of clinical practice
		39.4	Manage systems and processes to meet the requirements for prevocational and vocational training
		39.5	Manage recruitment, appointment, onboarding and retention of medical staff
		39.6	Manage processes for medical workforce rostering that meet system needs and regulatory requirements
		39.7	Manage performance development of medical practitioners
		39.8	Manage underperformance of medical practitioners
		39.9	Manage inappropriate workplace behaviour



Medical Management

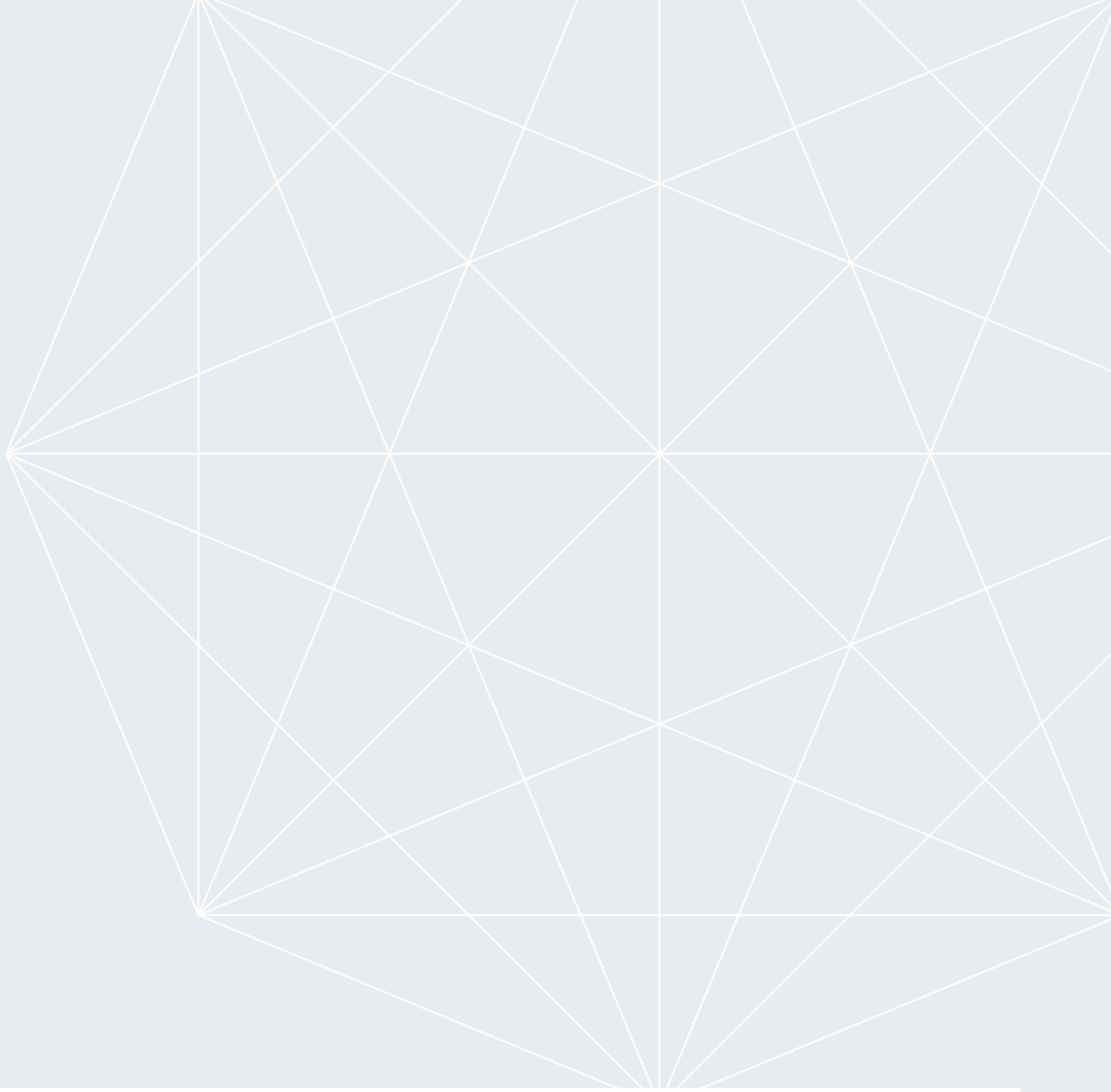
Key Competency

Learning Outcome

On completion of the Fellowship Training Program, a Candidate will be able to:

40 Manage health system change

- 40.1 Identify areas for change to improve the quality, efficiency and effectiveness within the health system
- 40.2 Identify types and sources of disruptive change in health systems
- 40.3 Develop a framework of tools for adapting to and managing through disruptive change
- 40.4 Apply the principles of change management
- 40.5 Develop a business case
- 40.6 Monitor the impact and outcomes of change



Document title and version:	Fellowship Training Program Curriculum Learning Outcomes
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Approved by:	RACMA Board
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Approval date:	December 2023
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Revision history:	
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Version:	Date:	Description:
1.0	Dec 2023	Initial approval