RACMA
ROYAL AUSTRALASIAN COLLEGE
of Medical Administrators

Fellowship Training Program -Information for Supervisors

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1. INTRODUCTION

The College

The Royal Australasian College of Medical Administrators (RACMA) is a specialist medical college that provides education, training, knowledge and advice in medical management. Recognised by the Australian and New Zealand Medical Councils, it delivers programs to medical managers and other medical practitioners who are training for or occupying Specialist Leadership or Administration positions. It is the only recognised way you can become a Fellow in the Specialty of Medical Administration.

A not for profit organisation, RACMA is committed to achieving excellence in the Speciality of Medical Administration in Australia, New Zealand and the Asia Pacific Region, in order to enhance and maintain high standards of health care across the region.

The College has five membership categories:

- Fellowship
- Honorary Fellowship
- Associate Fellowship
- Affiliate
- Candidate

All members of RACMA will have the following attributes:

- be medically qualified
- have an interest in the broader issues of healthcare
- have a commitment to clinical and medical professional governance
- have a commitment to positively influencing health outcomes

History

The Australian College of Medical Administrators was established in 1967 and was granted its prefix of 'Royal' in 1979. In 1980, the Australian National Specialist Qualification Advisory Committee accepted Medical Administration as a Principal Specialty, and the Fellowship of the Royal Australian College of Medical Administrators (FRACMA) as the appropriate higher qualification, based on professional standing and adequacy of training and assessment.

In 1998 the College's Charter was amended to incorporate New Zealand in the formal structure of the College and the name was officially changed to the Royal Australasian College of Medical Administrators.

Vision, Mission and Values

Vision

RACMA will be valued by our members, and recognised internationally, as the Australasian medical college that provides specialist education, leadership, advice and expertise in Medical Management that promotes safe and effective healthcare.

Mission

To deliver comprehensive education and training programs to medical managers and other Medical Practitioners who are training for or occupying management roles and positions.

- 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.

Values

Four core values underpin all RACMA endeavours:

- Professionalism - Demonstrating self-governance, high standards and ethical behaviour
- Integrity - Doing the right thing in all situations
- Excellence - Striving for outstanding achievement despite constraints
- Respect - Acknowledging and valuing others' thoughts, opinions and feelings

RACMA Training Programs

RACMA offers three training programs. The Fellowship training program recognised by the Medical Board of Australia and the Medical Council of New Zealand. Completion of the Fellowship training program leads to the award of Fellowship of the Royal Australasian College of Medical Administration (FRACMA) and the ability to register in the speciality of Medical Administration in Australia or Vocational Certification in New Zealand.

The College also offers the Leadership for Clinicians and Management for Clinicians programs. These do not result in a specialist qualification and are not recognised by the Medical Board of Australia or the Medical Council of New Zealand. Completion of the Leadership for Clinicians program allows participants of the program to apply for recognition as an Associate Fellow of the Royal Australasian College of Medical Administration (AFRACMA).

Governance

RACMA is governed by a Constitution which establishes a Board and several Committees. There are 10-11 Directors of the Board, nine of whom are elected by Members. The Board's Constitutional Committees are the Education and Training Committee and the Finance and Audit Committee which are both chaired by elected Directors of the Board.

There are two constitutional subcommittees of the Education and Training Committee; the Continuing Education Program Committee and the Board of Censors. The chairpersons of the Continuing Education Program Committee and the Board of Censors (Censor-in-Chief) are appointed by the Board. In addition to the constitutional subcommittees, the Education and Training Committee has established additional subcommittees and panels to advise and assist in its areas of responsibility. These include the:

- Academic Board
- Accreditation Review Panel
- Candidate Advisory Committee
- Training Progress Committee

The Constitution also states that each Australian State or Territory and New Zealand have a Jurisdictional Committee which is responsible for the implementation of College policy and the administration of College affairs in their jurisdictions. Each Jurisdictional Committee appoints a Jurisdictional Coordinator of Continuing Education and a Jurisdictional Coordinator of Training.

The purpose and operation of College Committees and Panels including membership, function, delegations and relationships with other committees are defined in formal Terms of Reference. The roles and responsibilities of College Officeholders are defined in formal Position Descriptions.

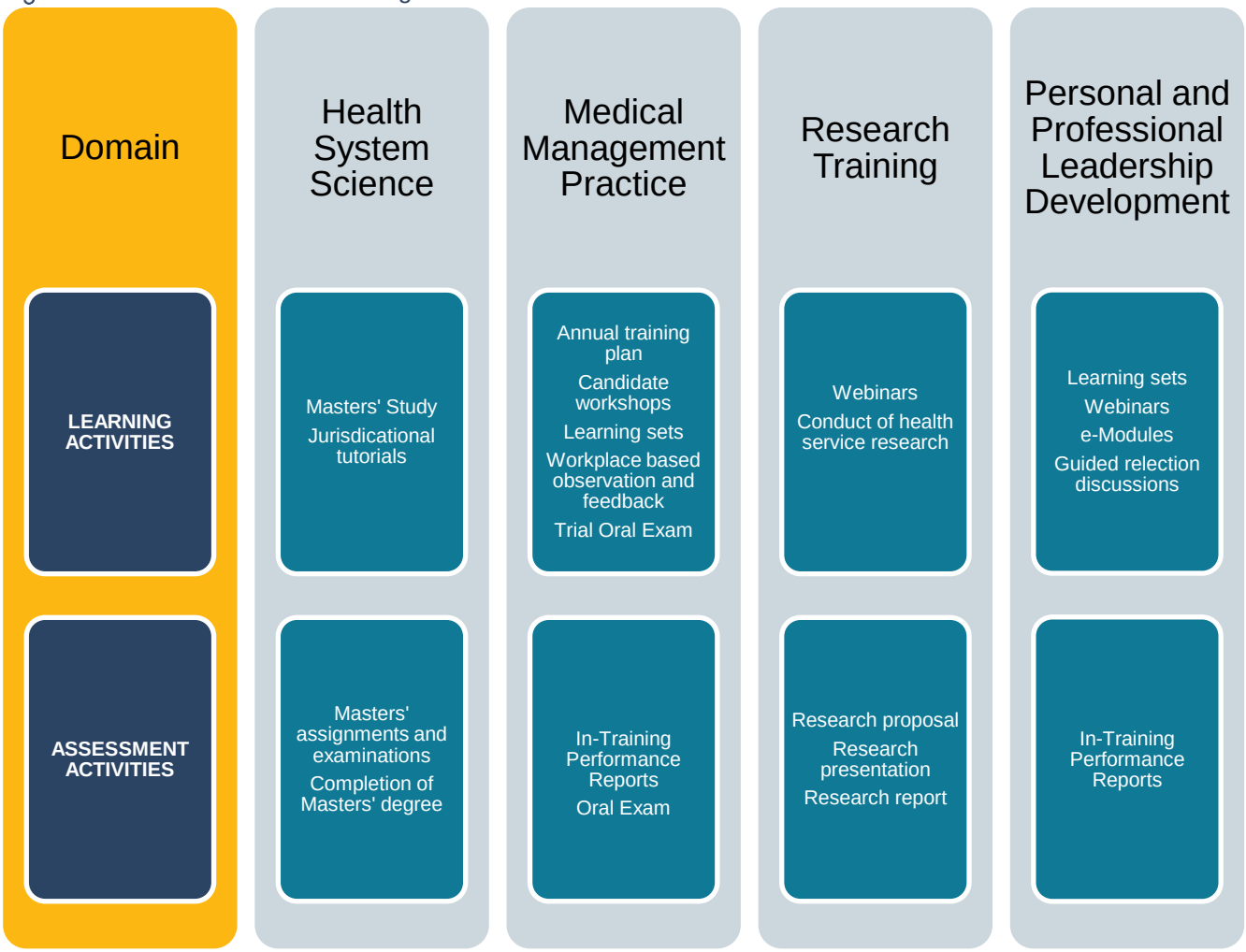
2. OVERVIEW OF THE FELLOWSHIP TRAINING PROGRAM

The RACMA Fellowship Training Program is accredited by the Medical Board of Australia and the Medical Council of New Zealand. Completion of the training program leads to medical practitioners who use their clinical training and experience together with their specialist medical management expertise to lead and influence health service delivery. The Training Program is designed around the Medical Leadership and Management Curriculum which outlines the knowledge, skills and attributes required of a RACMA Fellow. The Curriculum is organised into four domains of learning and assessment:

- Health System Science
- Medical Management Practice
- Research Training
- Personal and Professional Leadership Development

Each domain incorporates one or more role competencies which have been adapted from the CanMEDS Framework which identifies and describes the abilities Medical Practitioners require to effectively meet the health care needs of the people they serve. Within each domain there are a set of learning objectives, syllabus topics, learning activities and assessment activities.

Figure 1. Domains of Learning and Assessment



3. SUPERVISION OF TRAINING

Overview of Supervisor Roles

Training Supervisors, Preceptors and Jurisdictional Coordinators of Training play a pivotal role in the supervision, support and progress of Candidates in the Fellowship Training Program. They provide advice, training, guidance and support for the development of the medical leadership and management competencies required of the effective medical administrator. These roles guide training experiences and opportunities for Candidates and identify knowledge and training gaps and any remediation avenues to address these gaps. A summary of the responsibilities of these roles is presented in the table below with further information available in the role Position Descriptions on the College website.

Table 1. Supervisor Roles and Responsibilities

Role	Responsibilities
Training Supervisor	The on-site supervisor or line manager of the Candidate undertaking training. They are appointed by the employer and approved as part of the accreditation of training posts. If the Training Supervisor is not a Fellow of the College, the Preceptor and Jurisdictional Coordinator of Training will provide additional oversight of the Candidate's progress in the training program. A secondary Supervisor who is a Fellow of the College will also be appointed. The Training Supervisor is required to: ▪ Be familiar with the RACMA Medical Leadership and Management Curriculum and role competencies ▪ Be familiar with relevant RACMA Regulations and Policies relating to the Fellowship Training Program ▪ Be actively involved together with the Candidate's Preceptor in the development of the Candidate's Annual Training Plan ▪ Be actively involved in monitoring Candidates' progress through regular, scheduled meetings and completion of the 6-monthly In-Training Performance Report ▪ Provide regular, one-on-one contact with Candidates for discussion, review and reflection about learning experiences ▪ Provide Candidates with regular feedback, identify training or knowledge gaps and facilitate access to workplace experiential, research and professional development opportunities ▪ Participate in RACMA accreditation site visits and adhere to accreditation requirements and obligations ▪ Provide support for cross exposure opportunities externally to the health setting or training post should gaps in medical administration training opportunities be identified. ▪ Provide the appropriate level of supervision for the level and capability of the Candidate ▪ Participate in RACMA Supervisor training activities and programs ▪ Notify the College and the Jurisdictional Coordinator of Training of any significant performance issues or changes in the training post, employment of the Candidate, or the supervision/ training environment that may affect the quality of training

Role	Responsibilities
Preceptor	A Fellow of the College actively engaged in the field of medical administration. They are not responsible for the day-to-day supervision of the Candidate and are generally not employed at the same training location as the Candidate. The Preceptor will generally act in the role for the duration of a Candidate's Fellowship training. The Preceptor is required to: ▪ Be familiar with the RACMA Medical Leadership and Management Curriculum and role competencies ▪ Be familiar with relevant RACMA Regulations and Policies relating to the Fellowship Training Program ▪ Be actively involved together with the Candidate's Training Supervisor in the development of the Candidate's Annual Training Plan ▪ Be actively involved in monitoring Candidates' progress through completion of the 6-monthly In Training Performance Report ▪ Provide the opportunity for regular, contact with Candidates for discussion, review and reflection about learning experiences ▪ Provide guidance and support to Candidates regarding training program requirements. This includes selection of learning experiences, preparation for assessment activities, addressing any performance or wellbeing issues ▪ Liaise with the Candidate's Training Supervisor as required ▪ Participate in RACMA Supervisor training activities and programs ▪ Notify the College and the Jurisdictional Coordinator of Training of any significant performance concerns or training environment issues that may affect the quality of training
Jurisdictional Coordinator of Training	A Fellow nominated by the Jurisdictional Committee. The Jurisdictional Coordinator of Training is required to: ▪ Support the processing of applications for candidacy in the Fellowship Training Program ▪ Provide support to Candidates within the jurisdiction ▪ Monitor the progress of Candidates within the jurisdiction ▪ Organise local learning activities for Candidates ▪ Counsel and provide advice to Candidates following poor examination outcomes or In-Training Performance reports ▪ Liaise with Training Supervisors and Preceptors to support them in their roles and address any Candidate issues ▪ Participate in the accreditation of training posts

Faculty Education Program

The College provides educational activities for Training Supervisors, Preceptors and Jurisdictional Coordinators of Training on emerging issues around supervision and the Fellowship Training Program. These activities include teleconferences, webinars and workshops and provide an opportunity for peer interchange and discussion. Details about the current Faculty Education Program including upcoming activities and recordings of previous webinars is available on the College website.

In addition, The Quarterly is the College's official online journal, published four times a year. Each edition features College updates, industry news, important articles, book reviews, opinion pieces, letters to the editor and features such as Conference Awards.

4. TRAINING PROGRAM REQUIREMENTS

Accreditation of Training Posts

A requirement of the RACMA Fellowship Training Program is that Candidates complete a minimum of three years full time equivalent supervised Medical Management Practice in an accredited training post. This time may be reduced in cases where Candidates have been awarded Recognition of Prior Learning and Experience. RACMA accredits training posts within health services and other health organisations by assessing the supervision, executive / medical management structure, health setting training infrastructure and support services. Accreditation ensures that medical administration workplace experiential opportunities available at the health setting are aligned with the RACMA Medical Leadership and Management Curriculum competency requirements and the training requirements of the Fellowship Training Program.

Candidates who change their training post or employer / health organisation during Candidacy must notify the College in writing to ensure that any new position is accredited by the College.

Further information about the Accreditation of Training Posts is available on the College website.

Annual Training Plan

Each Candidate will develop an Annual Training Plan in consultation with their Preceptor and Training Supervisor. The Annual Training Plan will identify learning activities planned for the current year to address development of knowledge, skills and behaviours according to the role competencies in the RACMA Medical Leadership and Management Curriculum and relevant to the current stage of training. The plan should also address any knowledge, skills or performance issues that have been identified. Learning activities will include workplace-based activities, external professional development activities, completion of Masters' Program units and participation in College activities such as workshops, webinars and learning sets. The Annual Training plan must be agreed and signed by the Candidate, Training Supervisor and Preceptor.

The Candidate is responsible for initiating contact with their Preceptor and Training Supervisor, facilitating the development, completion and submission of the Annual Training Plan. Candidates should also keep an electronic copy of their plan for their records. A copy of the Annual Training Plan template can be downloaded from the RACMA Learning Hub (Canvas) and Candidates must submit their completed plan through their MyRACMA Dashboard by the date indicated on their dashboard. Key dates are also published in the Training Calendar on the College website.

Candidate Progress against the Annual Training Plan should be reviewed regularly, and this will form part of the bi-annual In-Training Performance Report (see below). Completion of the Annual Training Plan and the In-Training Performance Reports are monitored at a state and national level in the deliberations of the Training Progress Committee. The Terms of Reference for the Training Progress Committee are available on the College website.

Candidates should refer to the current year Training Calendar when developing their Annual Training Plan. The Training Calendar together with other important dates is available on the College website.

In-Training Performance Report

The bi-annual In-Training Performance Report formally documents learning activities such as coursework, workshops, assignments, directly observed tasks and professional development discussions that have been completed during the training period. The In-Training Performance Report also provides the opportunity for formal reflection and assessment of key achievements, development of competence in medical management practice and progress. This process should involve discussion between the Candidate and their Training Supervisor and Preceptor about progress against the Annual Training Plan and identification of any knowledge, skills or training opportunity gaps that have been identified.

The Candidate is responsible for initiating contact with their Preceptor and Training Supervisor, facilitating the completion, discussion and submission of their In-Training Performance Report. Candidates should also keep an electronic copy of their reports for their records. A copy of the In-Training Performance Report template can be downloaded from the RACMA Learning Hub (Canvas) and Candidates must submit their completed plan through their MyRACMA Dashboard by the dates indicated on their dashboard and published in the Training Calendar.

Process for completion of In-Training Performance Reports

Candidate

- Initiate the process for completion of the report approximately 4-weeks before the due date
- Download the In-Training Performance Report Template
- Arrange to formally discuss achievements and progress during the training period with Training Supervisor
- Complete the relevant sections of the Report
- Email a copy of the Report to Training Supervisor (copy Preceptor)

Training Supervisor

- Complete the relevant sections and sign the Report
- Email a copy of the Report to the Candidate (copy Preceptor)

Candidate

- Arrange to formally discuss achievements, progress and assessment during the training period with Preceptor

Preceptor

- Identify any progress related issues and document strategies to address these issues
- Complete the relevant sections and sign the Report
- Email a copy of the Report to the Candidate (copy Training Supervisor)

Candidate

- Upload the completed Report to their MyRACMA Dashboard by the date indicated on their dashboard and published in the Training Calendar
- Keep a copy of the finalised Report for their records

Time in Supervised Practice Form

The purpose of this form is to establish the Candidate's duration in Supervised Workplace Practice and to ensure it is in alignment with the requirements of the RACMA Fellowship Training Program.

The Candidate is responsible for facilitating completion and submission of the Time in Supervised Practice Form. Candidates should also keep an electronic copy of their plan for their records. A copy of the Time in Supervised Practice Form can be downloaded from the RACMA Learning Hub (Canvas) and Candidates must submit their completed form together with their bi-annual In-Training Performance Report through their MyRACMA Dashboard by the date indicated on their dashboard and published in the Training Calendar.

Research Training Requirements

The Research Training Domain Program of the College was introduced as a mandatory activity of the Fellowship Training Program in 2012. It was introduced as a commitment to the role competency of Scholar in the Medical Leadership and Management Curriculum and to strengthen training in health services evaluation research.

Training Supervisors and Preceptors have a critical role in supporting Candidates' development of research related competencies and access to research opportunities such as facilitating access to health service data and a Human Research Ethics Committee.

Further information about the Research Training Requirements are available in the Research Training Domain Handbook available on the College website.

Oral Examination

Candidates are required to demonstrate satisfactory performance in the Oral Examination. Training Supervisors and Preceptors have a critical role in supporting Candidate's preparation for the examination and supporting Candidates in the event of an unsatisfactory outcome. Further information about the examination is available in the Regulation for the Conduct of the Oral Examination which is available on the College website. The Regulation includes information about the format and structure of the Oral Examination and Trial Oral Examination.

Monitoring and Evaluation

Feedback is sought from Fellowship Training Program key stakeholders including Candidates, Training Supervisors and Preceptors through annual surveys. The feedback received is used to inform improvements to the program including resources, support and processes.

Candidates in Difficulty

Candidates experiencing difficulty in the Fellowship Training Program may be identified by the Candidate themself, by the relevant Training Supervisor, Preceptor, Jurisdictional Coordinator of Training and / or by the Training Progress Committee. Unsatisfactory or suboptimal performance or limited progress in the training program may include:

- Deficiencies in skill and / or attitude development
- Unsuccessful examination attempts
- Personal or health problems impacting work or training
- Quality of the training post and / or quality of experiential training opportunities
- Poor communication, organisational or professional behaviour in the workplace (e.g. Bullying, Harassment, Discrimination and Victimisation)
- Inability to adopt good practice of Working Standards

Identification of these issues should be reflected in the In-Training Performance Reports and Annual Training Plan with strategies to address the issues.

Training Supervisors and Preceptors should notify the College and the Jurisdictional Coordinator of Training of any significant performance concerns or training environment issues that may affect the quality of training They should notify the senior management of the employing institution immediately if they become aware of serious mental health or other issues potentially affecting the safety of the Candidate, patients or others; and advise the College Training Progress Committee accordingly through the Preceptor, Jurisdictional Coordinator of Training or the Chief Executive of the College.

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

Further information is available in the Regulation for Candidates in Difficulty in the Fellowship Training Program which is available on the College website.

5. REGULATIONS, POLICIES AND GUIDELINES

Regulations, policies and guidelines relevant to the requirements of the Fellowship Training Program are available on the College Website.

- College Regulations and Guidelines
- College Policies

Table 2. Fellowship Training Program Regulations

Regulation	Description
Accreditation of Training Posts	The Regulation sets compliance requirements, standards and continuing obligations for key stakeholders for accreditation of training posts
Candidates in Difficulty in the Fellowship Training Program	The Regulation outlines roles and responsibilities of relevant stakeholders and processes for assisting Candidates experiencing difficulty in progressing with their training
Conduct of the Oral Examination	The Regulation outlines the standard rules and procedures for the conduct of the Fellowship Training Program Oral Examination
Eligibility to Election to Fellowship	The Regulation outlines the requirements for eligibility for election to Fellowship in the specialty of medical administration.
Requesting an Extension in the Fellowship Training Program	The Regulation outlines the procedures for requesting an extension if Candidates are unable to complete Fellowship Training Program assessment activities or training requirements within the specified timeframe
Supervised Practice in the RACMA Fellowship Training Program	The Regulation outlines roles and responsibilities of relevant stakeholders and requirements for Candidates to be in an accredited training post under supervision until the completion of their Fellowship Training Program requirements

Table 3. Fellowship Training Program Policies

Policy	Description
Appeal of Decision of College Committees and Officers	The Policy outlines the responsibilities and procedure for the formal appeal of a decision made by College Committees or officers.
Assessment in the Fellowship Training Program	The Policy outlines the principles that govern the approach to assessment of Candidates in the Fellowship Training Program
Deferment, Taking Leave and Withdrawal/Resignation from Fellowship Training Program	The Policy outlines the responsibilities and procedures for Candidates who wish to seek interrupted training and apply for leave or to defer from the Fellowship Training Program
Discrimination, Harassment, Bullying and Victimisation	The Policy outlines the expectations of members in ensuring that working and training environments for its members and staff are free of unlawful discrimination, harassment, bullying and victimisation
RACMA Officers' Code of Conduct	The Policy outlines the expectations of College Officers, including Faculty members, to uphold the highest professional standards and to act at all times ethically, responsibly and in the best interests of the College
Reconsideration, Review and Appeal of Decisions of the College Committees and Officers	The Policy outlines the responsibilities and procedure that 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
Special Consideration for the Oral Examinations	The Policy outlines criteria and procedures by which Candidates may apply for special consideration of circumstances beyond their control or based on disability or illness. that may adversely impact their attendance or performance in the oral examination

6. FURTHER INFORMATION

Faculty Education Program

HETI Clinical Supervision Resources

RACMA Learning Hub (Canvas)

RACMA Medical Leadership and Management Curriculum

RACMA Website

Research Training Domain Handbook

Training Calendar & Important Dates

7. CONTACTS

Table 4. Key Contacts

Team	Contact Details
All Enquiries	+61 3 9824 4699 Contact Form
Accreditation	accreditation@racma.edu.au
Continuing Professional Development	cpd@racma.edu.au
Fellowship Training Program	FTPadmin@racma.edu.au
Jurisdictional Coordinators of Training	Training Coordinator Directory
Government Funded Specialist Training Program	stp@racma.edu.au
RACMA Staff	Staff Directory
Support Services – Converge International	1300 687 327 (Australia) 0800 666 367 (New Zealand) +61 3 8620 5300 (International) convergeinternational.com.au