

## CANDIDATE ANNUAL TRAINING PLAN

### Background

The RACMA ***Leadership and Management Curriculum*** outlines the fundamental requirements for the qualification of Fellowship in Medical Administration.

The *Medical Leadership and Management Curriculum* focuses on the specific competencies needed for medical management and leadership practice. These competencies are organised around the seven CanMEDS roles. The central role is that of Medical Leader based on the foundation of medical expertise and supported by competencies embedded in the CanMEDS roles of Communicator, Collaborator, Health Advocate, Manager, Scholar and Professional. The *Medical Leadership and Management Curriculum* is available on the [RACMA website](#).

Each Candidate will develop an **Annual Training Plan (ATP)** in consultation with their Preceptor and Supervisor. The ATP will include educational activities required by RACMA. These activities will be provided by RACMA and some will be provided externally and recognised by RACMA. All experiential and formal training activities are designed to develop the competencies required for successful completion of the RACMA Fellowship Training Program.

The Fellowship Training Program (FTP) is an integrated learning model divided into four key domains:

- **Health System Science Domain** - addresses 'the medical expert';
- **Medical Management Practice Domain (MMPD)** - addresses 'the medical manager' and 'the communicator'
- **Research Training Domain (RTD)** - addresses 'the scholar', and
- **Personal and Professional Leadership Development (PPLD)** - addresses 'the collaborator', 'the advocate', 'the professional' and 'the leader'.

Each of the Domains incorporates one or more of the College Curriculum's eight role competencies and has a program of formative assessment activities and summative tasks, including oral examinations, training workshops, webinars, tutorials, written assignments and oral presentations.

**The Training Plan is revised annually with the Supervisor and Preceptor and if changes are made or new training activities are proposed it should be resubmitted to the College.** The ATP will be used by Candidates in their discussions and development of their six monthly **In-Training Performance (ITP)** report with their Supervisor and Preceptor. Progress on completing the ATP should be recorded in the ITP. A Candidate's ATP will be continually updated for the period of the Candidate's candidacy and may extend beyond the oral examination until all requirements are met and the Candidate is eligible for election to Fellowship.

If you have any questions about your ATP and the ITP process, please contact the RACMA College Office at [ftpadmin@racma.edu.au](mailto:ftpadmin@racma.edu.au) or call +61 3 9824 4699.

### Process for developing the ATP

- The Candidate will initiate a meeting with their Supervisor and Preceptor/Executive Coach to develop their Annual Training Plan (ATP).
- The Candidate will use the attached template for their ATP.
- When developing the **first** ATP a commencing Candidate will utilise information provided by the College about their Fellowship Training Program requirements i.e. university subject requirements, any exemptions granted as a result of Recognition of Prior Learning and Experience (RPLE) or credit granted for subjects/courses previously completed.
- A Candidate should refer to the competency framework and the learning and assessment activities in the [RACMA Medical Leadership and Management curriculum](#) document when developing their ATP.
- If the Candidate will be rotating through more than one training post during the year, this information should be recorded in *Part 4* of the Annual Training Plan.
- If a Candidate has remediation recommendations from an earlier Training Progress Committee review of their ITPs, these should be listed in the revised ATP.
- The ATP is agreed and signed by the Candidate, Supervisor and Preceptor.
- The Candidate will submit a copy of their Annual Training Plan via their MyRACMA portal. Submissions dates are in Candidates' MyRACMA dashboards and also in the Fellowship Training Program Calendar.
- Candidates are advised to keep an electronic copy for their records.

### Responsibilities

- The Candidate is responsible for initiating arrangements for the development of the Annual Training Plan, its regular review and update and for its achievement.
- The Candidate is responsible for submitting a completed and signed ATP to the College by the stipulated due date. Submissions which are not signed by any one party will not be accepted by the College as a completed submission.
- The Supervisor and Preceptor will conduct reviews with the Candidate to support and monitor progress.

## CANDIDATE ANNUAL TRAINING PLAN

Candidate Name:
Supervisor Name:
Secondary Supervisor Name:
Executive Coach/Preceptor Name:
<p>➤ <i>Please verify that your profile on RACMA database is up-to-date. If you have difficulties accessing or updating your details, please contact the College Office on +61 3 9824 4699</i></p> <p>Candidate's declaration: I confirm that my contact and employment details on MyRACMA are up to date</p> <p><input type="checkbox"/> Yes</p>

## PART 1: DEVELOPMENT OF CORE COMPETENCIES

Please identify training experiences planned for this year to address development of knowledge, skills and behaviours according to Role Competencies in the RACMA curriculum.

- **Please address all role competencies listed below**
- **Please select only those specific core workplace capabilities that will be your focus for training this year**

Please note:

- Key Goals and Core Workplace Capabilities are listed as guidance for consideration in the development of your ATP. These are skills, knowledge and behaviour you will be expected to display at the end of your training, as a competent Medical Administrator. It is not required to address all listed goals and capabilities within a single year of training.
- Development of *specific core workplace capabilities* listed below is expected to occur mainly on-the job. RACMA may offer other relevant training activities such as Webinars, Learning Sets, and Online Learning Modules. Please consider these activities as options for your training in this Annual Training Plan, to address current gaps in your competency.
- The six monthly In-Training Performance (ITP) report will ask Supervisors to comment on Candidates' progress toward competency in the *specific core workplace skills*

**ROLE COMPETENCY: MEDICAL LEADER****Key Goals:**

- demonstrate intelligent medical leadership
- achieve high levels of self-awareness
- manage Self in relation to others
- serve in and lead from clinical/clinician management roles

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Engage in self-directed learning	
<input type="checkbox"/>	Resolve personal conflicts with others	
<input type="checkbox"/>	Demonstrate ability to modify behaviour in accordance with past reflection	
<input type="checkbox"/>	Create a shared vision	
<input type="checkbox"/>	Inspire commitment by others	

Other training experiences planned for this Role Competency:

**ROLE COMPETENCY: MEDICAL EXPERT****Key Goals:**

- bring medical input to organisational decision making and influence others
- analyse complex clinical problems to discern risks and benefits of actions and plan appropriately
- design and implement appropriate clinical governance systems
- understand the differences between public and private clinical settings
- work within a team consulting with other health professionals as a senior clinician to achieve organisational goals

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Achieve health service organisational goals through team work	
<input type="checkbox"/>	Participate in key committees (e.g. patient safety, complaints, patient advocacy, etc.)	
<input type="checkbox"/>	Planning and leading Quality Improvement activities	
<input type="checkbox"/>	Respond to coronial/medico-legal/FOI investigations	

Other training experiences planned for this Role Competency:

**ROLE COMPETENCY: COMMUNICATOR****Key Goals:**

- engage with stakeholders to communicate within and outside the organisation on clinical / medical issues
- analyse complex information and evidence to formulate policy and make decisions
- develop understanding of government processes
- convey relevant information and explanations to diverse groups
- develop shared understandings and align competing interests in health system
- understand effective communication methodologies and pathways relevant to seniority in the health system

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Balance competing interests by various stakeholders	
Other training experiences planned for this Role Competency:		

**ROLE COMPETENCY: COLLABORATOR****Key Goals:**

- participate effectively and appropriately in an inter-professional healthcare team
- work effectively with other health professionals to prevent, negotiate and resolve inter-professional conflict
- build effective relationships with all stakeholders
- engage and facilitate appropriate consultation around key issues through a variety of mechanisms

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Keep in touch with internal stakeholders	
<input type="checkbox"/>	Manage a complex complaint	
Other training experiences planned for this Role Competency:		

**ROLE COMPETENCY: MANAGER****Key Goals:**

- think on your feet while analysing, determining options and acting within real-world timelines
- adopt a systems approach to all health management tasks
- be familiar with methods used to prioritise resources and allocate these to appropriately achieve organisational priorities
- implement appropriate health professional human resources management

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Participate in senior medical staff credentialing	
<input type="checkbox"/>	Performance manage junior and senior medical staff	
<input type="checkbox"/>	Appoint junior and senior medical staff	
<input type="checkbox"/>	Manage a work unit or department in the health care system	
<input type="checkbox"/>	Manage a budget	
<input type="checkbox"/>	Manage a critical incident	

Other training experiences planned for this Role Competency:

**ROLE COMPETENCY: HEALTH ADVOCATE****Key Goals:**

- respond to the health needs of patients and populations
- respond to the health needs of communities and systems
- identify the determinants of health for populations
- influence policy and practice to optimise health outcomes

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
	N/A	

Other training experiences planned for this Role Competency:

**ROLE COMPETENCY: SCHOLAR****Key Goals:**

- maintain and enhance professional activities through ongoing learning
- critically evaluate information for decision making
- facilitate learning for all stakeholders
- demonstrate the ability to apply research skills to management tasks ie special quality projects
- understand the implications of research governance in both basic and health service evaluation research
- develop capacity to advise on the implications of introduction of a new intervention

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
	N/A	
Other training experiences planned for this Role Competency:		

**ROLE COMPETENCY: PROFESSIONAL****Key Goals:**

- demonstrate awareness of ethical issues in managerial and clinical decision making
- demonstrate 'patient first' behaviour
- demonstrate behaviour that is always within the value systems of the College
- demonstrate a commitment to doctor health and sustainable practice

	<b>Specific Core workplace capabilities for development</b>	<b>Planned training activities</b>
<input type="checkbox"/>	Develop and implement strategies to enhance patient care within the work environment	
Other training experiences planned for this Role Competency:		



## PART 2: MASTER'S PROGRAM

Please provide details of the university Master's degree that you have completed or currently undertaking.

### Master's Program status:

☐ **Completed** - You have completed all RACMA Masters requirements prior to the development of this Annual Training Plan (all supporting documentation has been received and acknowledged by RACMA)

☐ **Exempt** – You are not required to complete university postgraduate units as part of the Fellowship Training Program

☐ **Commenced/Required** – You are in the process of completing RACMA Master's requirements.

Master's Program Title \_\_\_\_\_

University \_\_\_\_\_

Country \_\_\_\_\_

Year of Graduation/  
Expected Graduation

Y Y Y Y

If you are required to complete the RACMA Master's requirements, please fill in below:

Core unit	Required – to be undertaken/ completed this year	Required – to be undertaken in the future	Fully Completed	Exempt/ Credit
Health Law and Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Care Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Management in Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epidemiology and Statistics/Research Methodology/Evidence Informed Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### PART 3: FELLOWSHIP TRAINING PROGRAM REQUIREMENTS

Activities towards Completion of Fellowship Training Program

***Please ensure that you have identified all requirements for your cohort/year of training***

<input type="checkbox"/>	Participation in <b>Preceptorship/Executive Coaching</b>
<input type="checkbox"/>	<b>Online Induction Module</b> for commencing Candidates
<input type="checkbox"/>	<b>Medical Management Practice Domain (MMPD):</b> Supervised Workplace Practice and Formative Assessment Tasks (Letter to the Editor, Ministerial Briefing, Reflective Journal etc.)
<input type="checkbox"/>	<b>Annual Training Plan</b> and Review with Preceptor/Executive Coach
<input type="checkbox"/>	<b>In-Training Performance (ITP) Reports</b> ( <i>bi-annual reports – June &amp; Nov</i> )
<input type="checkbox"/>	<b>Workshops:</b> Medical Leadership/Induction Workshop (1 <sup>st</sup> year); Workforce Performance and Engagement Workshop (2 <sup>nd</sup> year) and Advanced Medical Management Workshop (3 <sup>rd</sup> yr)
<input type="checkbox"/>	<b>Research Training Domain (RTD):</b> RTD Webinar Program; Research Proposal/Protocol, Oral Presentation of Research and Final Submission for Research
<input type="checkbox"/>	<b>Personal and Professional Leadership Domain (PPLD):</b> Participation in Myer-Briggs Self-Evaluation, Learning Set Webinars and 360 Degree Peer Review; Webinar and Reflective Journals (1 & 2)
<input type="checkbox"/>	<b>Indigenous Health Program:</b> Webinar, Submission of Assessment Task and Participation in the Forum
<input type="checkbox"/>	<b>Interact Webinars</b> over the duration of the Fellowship Training Program - <i>optional</i>
<input type="checkbox"/>	<b>Webinar on Annual Training Plan</b>
<input type="checkbox"/>	<b>Webinar on Management Case Study</b> (Medical Executive Pathway only)
<input type="checkbox"/>	<b>Management Case Study:</b> Submission of Proposal and Paper (Medical Executive Pathway only)
<input type="checkbox"/>	<b>Trial Oral Examinations</b> (Compulsory)
<input type="checkbox"/>	<b>Jurisdictional Training Activities</b> (Optional but highly recommended)
<input type="checkbox"/>	<b>Review of readiness to sit the RACMA Oral Examinations with the Preceptor/Executive Coach</b>
<input type="checkbox"/>	<b>RACMA Oral Examinations</b> (eligible Candidates only)
<input type="checkbox"/>	<b>Election to Fellowship</b> (eligible Candidates only)

**PART 4: OTHER INFORMATION**

If applicable, please provide additional information or comments (i.e., if changes in training status/workplace are expected in the coming year):

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**PART 5: SIGN OFF**

	Name	Signed	Date
<b>Candidate</b>			
<b>Supervisor</b> <i>(not applicable for Medical Executive Pathway)</i>			
<b>Preceptor/Executive Coach</b>			