

PACE: The RACMA Strategic Plan 2014 – 2016

Key Themes

P = Presence

A = Advocacy

C = Courses

E = Expansion



Intent: The **PACE** Plan aligns RACMA strategic developments with both continuing requirements for the Australian and New Zealand Medical Councils accreditation and with delivery of the College's mission activities.

PRESENCE	
Strategic Objective	Actions
<p>1. Build the RACMA voice (be a brand associated with having something to say about the state of Australasian health care delivery systems).</p>	<p><i>Prepare Board approved position papers for wide and strategic communication in areas such as:</i></p> <ul style="list-style-type: none"> ▶ Education and training of doctors (Mission) ▶ Quality and safety in health systems (standards, results and outcomes, patients & consumers; credentialing and performance) ▶ Medical management workforce (credentialing; rural and regional; funding for training and development; recruitment; work delegations) ▶ System governance (structure; funding reform; standards) <p><i>Engage with experienced health services managers and employers, policy makers, university leaders, researchers, leaders who:</i></p> <ul style="list-style-type: none"> ▶ Are Honorary Fellows ▶ Are the go to people with skills and knowledge and influence in the system ▶ Are happy to name RACMA (i.e. applaud their association with RACMA) <p><i>Strengthen relationships using a range of methods including and not limited to:</i></p>

	<ul style="list-style-type: none"> ▶ Committees / Lunches ▶ Conferences / Invitations / Joint working parties ▶ Respond to discussion papers <p><i>Utilise new technologies (social media) and eLearning to engage and broadcast our presence.</i></p>
<p>2. Strengthen RACMA’s brand association with Medical Leadership and Management training in Australasia.</p>	<p><i>Use accreditation visits to promote RACMA</i></p> <p><i>Identify medical leaders – our Members and others by association to:</i></p> <ul style="list-style-type: none"> ▶ Write in journals e.g. <i>Medical Education</i> and similar journals. ▶ Present at medical education conferences; identify those who will do this <p><i>Advocate for formal credentialing process for all doctors in management roles. Target: 80% of clinician managers to be credentialed with a RACMA qualification in 5 years time</i></p> <p><i>Secure funding from NHMRC /other sources for a program of research about medical administration to:</i></p> <ul style="list-style-type: none"> ▶ Enhance the college brand and reputations ▶ Provide opportunities for fellows and Candidates to participate in research ▶ Generate publications about the specialty ▶ Build credibility of the specialty ▶ Fill a void in research about doctors in leadership and management
<p>3. Recognise we have a significant advantage but not a monopoly.</p>	<p><i>Develop our training programs (see Courses) and achieve high levels of satisfaction</i></p> <ul style="list-style-type: none"> ▶ Continue to influence through the WFMM ▶ Regularly benchmark our course with CSPE, ACPE, UK, HKCCM ▶ All FRACMA in leadership positions to engage RACMA to deliver training in their health services. Individual FRACMA consultants to acknowledge RACMA.

ADVOCACY

Strategic Objective	Actions
<p>4. Strengthen relationships with key healthcare stakeholders.</p>	<p>Engage and collaborate <i>(Some actions will cross reference with Strategic Objective 1)</i></p> <ul style="list-style-type: none"> ▶ Identify key stakeholders/sponsors prepared to align with RACMA in advancing RACMA’s voice and presence in college-specific activities, e.g. training. ▶ Develop relationship with AMA national and find a common voice on three issues per annum. ▶ Develop a consumer advisory program – develop a relationship/association with consumers.
<p>5. Advocate the requirement for clinician managers to be trained with a RACMA qualification.</p>	<p>Promote RACMA training for medical managers</p> <ul style="list-style-type: none"> ▶ Arrange meetings with Federal and State Ministers, Departments of Health and other relevant health/employment portfolios to promote RACMA’s position on its selected key issues/positions. ▶ Engage with CPMC: establish collaborative training with clinical colleges targeted at clinician managers ▶ Develop a template/guidelines for clinician manger credentialing through alignment with accreditation bodies e.g. ACHS, ACSQHC
<p>6. Seek out and respond to relevant government and stakeholder groups’ invitations for submissions for advice and information where these are central to RACMA’s interest.</p>	<p>Monitor and engage</p> <ul style="list-style-type: none"> ▶ Monitor key stakeholders’ websites/publications for appropriate studies/inquiries to contribute to; draft papers for P&A Committee review. ▶ Conduct RACMA-led (or in conjunction with partners) research inquiries/studies relating to medical administration policy; invite contributions from other healthcare bodies and stakeholders; analyse and publish the results, raising the College’s profile and authority in the area
<p>7. Develop series of targeted position papers.</p>	<p>Develop three position one page statements: <i>(see Objective 1).</i></p> <ol style="list-style-type: none"> 1. Medical Management Workforce Strategy: focus on issues in staffing rural hospitals with doctors and administrators 2. Private/public hospital pricing structures of specialists in rural hospitals and the lack of transparency around this practice, noting variation in transparency between jurisdictions 3. National Safety and Quality health Service Standards <p><i>Additionally:</i> Gauge Members interest on public health issues on which to strengthen RACMA positions.</p>

COURSES

Strategic Objective	Actions
<p>8. RACMA will design and deliver a suite of training activities for doctors in management and leadership and which:</p> <p>a. are of high quality and 'value for money';</p> <p>b. designed to the standards in RACMA's <i>Medical Leadership and Management Curriculum</i></p> <p>c. meet employers needs for competent medical administrators</p>	<p>Quality Design: engage experienced curriculum and education technologists to design training and assessment activities so that they are evaluated by trainees as:</p> <ol style="list-style-type: none"> a. Fit for purpose (mapped to curriculum) b. Clearly lead to skills and knowledge which is useful c. Deploy new technologies and eLearning <p>Quality assessment: develop defensible alignment of teaching and assessment; provide constructive and timely feedback to enhance formative learning.</p> <p>Quality delivery: Contract external faculty with recognised expertise and pair them with senior FRACMA faculty to deliver all face to face activities – both to improve the skills of RACMA faculty and to enhance the engagement of trainees (CSPE model; benchmark outcomes). Construct collaborations with universities for delivery of training, e.g. Research training program, e-modules</p> <p>Value for money:</p> <ul style="list-style-type: none"> ▶ Meet trainees expectations (outlined in advance) ▶ Use participant feedback to evaluate Faculty and training content and delivery. ▶ Demonstrate all learning and assessment activities are mapped to the RACMA curriculum, and meet AMC standards. ▶ Integrate National and Jurisdictional training programs (syllabus) ▶ Continue the annual November ETC workshop for selected faculty to focus on evaluation and development of the Fellowship Training Program (Candidates to be involved) ▶ Growth in AFRACMA and FRACMA credentialing ▶ Delivery of the Tasmanian CPD initiative (funded by STP 2014 -2016 inc)

<p>(credentialing and CPD)</p> <p>d. are contemporary in design and delivery collaborative partnerships e.g. learner centred; use of technologies</p> <p>e. Expansion of CPD programs to support College FRACMA and AFRACMA</p>	<ul style="list-style-type: none"> ▶ Engage New Zealand District Health Boards in RACMA training programs. ▶ Commence longitudinal study to track the success of new FRACMA ▶ AMC continues to accredit the programs. ▶ AMC annual reports show strong set of commendations and longitudinal improvement is tracked. ▶ Complete development of the following e-modules (using STP funds in 2014 &2015): <ul style="list-style-type: none"> e- College Induction e- Research Training Program e- Indigenous Health e- Leadership Program e- ITA ▶ Develop quality CPD programs to meet Board approved revenue targets. ▶ Extend the M4C program into new Jurisdictions ▶ Design and deliver a new Clinician Leadership Program e.g. Tasmania, using STP funding for 2014-2016 ▶ Develop 'toolkits' and resources to support continuous learning including a suite of clinical audit tools for NZ FRACMA e.g. practice visit evaluations, 360, professional audit tools, self audit ▶ Include consumer involvement in Continuing Education program (CEP) reviews
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EXPANSION

Strategic Objective	Actions
<p>9. Optimise College capacity and capability to support delivery of strategic priorities.</p>	<p>Engage Fellows’ expertise in College activities where appropriate:</p> <ul style="list-style-type: none"> a. Member consulting panels utilise and deliver projects effectively; b. To be faculty in the training program c. To be on College committees to advise the Board, the CEO and the national Office d. To represent the College on external organisations and committees <p>Leverage sustainable relationships – greater recognition of partnerships and collaborations to reduce pressure on College Fellows.</p> <p>Support College submissions to increase funding of registrars in Australia and NZ; grow support and funds through DoHA’s STP, PICS, HETI (NSW), HWNZ, all Jurisdictional government departments and workforce branches and other relevant bodies.</p> <p>Require all College fellows to ‘acknowledge’ their affiliation with RACMA</p> <p>Implement a strategy to engage with our Honorary Fellows</p>
<p>10. Expand the revenue base to reduce dependence on Members’ fees.</p>	<p>Range of revenue sources increased e.g. fee for service activity; grants; projects</p>
<p>11. Generate appropriate return on College assets, investments and operating activities to fund future College activities and initiatives.</p>	<p>Membership growth</p> <ul style="list-style-type: none"> ▶ Target AFRACMA training program and CPD; ▶ Sustain current Candidate numbers - 120 average p.a. <p>Establish the RACMA Community Health and Research Foundation; transfer percentage of annual surpluses to the Foundation</p> <p>Deliver on all externally funded projects</p>
<p>12. Monitor progress and achievement.</p>	<p>Deliver timely and accurate evaluations and reports</p>