

## **EDUCATION ACCREDITATION PROGRAM: STANDARDS**

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This document was approved and adopted by the Board of ACHSM  
at its meeting held 18 September 2024.

These Guidelines shall take effect as of 1 January 2025.

Subject to alternate decisions by the Board, these Guidelines shall remain current until 31 December 2028.

Recommending reading:

[ACHSM Guidelines for Universities and Education Providers.](#)

For further information please contact:  
Australasian College of Health Service Management  
PO Box 341  
NORTH RYDE NSW 1670  
T: 02 9878 5088  
F: 02 9878 2272  
E: [achsm@achsm.org.au](mailto:achsm@achsm.org.au)  
W: [www.achsm.org.au](http://www.achsm.org.au)

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## Definitions

For the purposes of these guidelines the following definitions will be used:

**Accredited programs:** refers to a university/tertiary level program that has been formally recognised and approved by ACHSM as a result of demonstrated compliance to Standards within the ACHSM Accreditation Program.

**Accreditation standards:** needed to assure safety of educational offerings, to ensure that are fit for their purpose, promote the interoperability, and quality and safety so that a desired, proportionate and achievable level of performance is measured against which courses are accredited or approved. They include the expectations related to the way in which the courses are designed, their governance, and the content of the offerings, their modes of delivery and how evaluation is achieved and acted upon. Standards set out the specifications to ensure that the accreditation process assesses educational products and services consistently and reliably.

**ACHSM:** refers to The Australasian College of Health Management.

**ACHSM Competency Framework/Competencies:** refers to the [ACHSM Master Health Service Management Competency Framework \(2022\)](#).

**Course:** a term used to describe a cohesive educational program that may or may not entitle participants to a qualification. Some education providers may use the term **program** in this regard.

**Course Endorsement Program:** a program of review and recognition by ACHSM for short courses in health management. This program does not apply to accredited programs.

**Course Endorsement Criteria:** specific steps, actions and activities that need to be demonstrated to achieve ACHSM Endorsement.

**Education Accreditation Program:** the program developed by ACHSM that assesses compliance to the promulgated Standards for tertiary level learning programs offered by universities/tertiary education organisations and usually align to the Australian Qualifications Framework (AQF Levels 7 to 10) degrees programs.

**Education Accreditation Program Standards:** the desired and achievable level of performance required in educational offerings. The Standards for the Accreditation Program are for the use in the accredited programs.

**Educational offerings:** a collective term that refers to courses or programs that are included in the ACHSM Education Program.

**Evidence required:** refers to the minimum set of evidence or information required to demonstrate compliance to Standards. Universities/Organisations may be asked for additional information or may elect to provide other data and information to demonstrate approach and compliance.

**Health and social care systems:** describes the complex array of individuals and organisations, private and publicly owned and operated, that together act to enhance the health and wellbeing of the community.

**Health and social care policy:** describes the formal and informal, broad and specific directions that together seek to set the agenda for health and social care sectors.

**Health economics:** describes applying economic principles and practices to the health industry and understanding how economic considerations influence health behaviours and healthcare utilisation.

**Health management:** describes the broad spectrum of management strategies directed at improving the health and wellbeing of the community. The practice of health management is an enabling profession. Health management includes domains such as health and social care systems, health and social care policy, health economics, health and social care leadership, health and social care workforce.

**Surveyors:** individuals who have been appointed to that role by ACHSM and who are appropriately trained and briefed to review course proposals and delivery against the Standards developed and approved by the ACHSM.

**Unit:** a term used to describe a unit of study normally undertaken over one semester/trimester for which an overall mark or grade is given. Some educational providers may use the terms **subject** or **course**.

## 1 Context for the use of the Accreditation Standards

As the principal body representing health management professionals in Australia and New Zealand and the Asia Pacific Region, ACHSM has established a program to approve educational offerings in health management on behalf of the health sector/industry. The Education Accreditation Program aims to demonstrate to the health sector that the courses or programs are of an appropriate standard for the qualification offered, and that they reflect community, professional and sector/ industry needs.

Education organisations have an opportunity to use the ACHSM's approval through the Education Accreditation Program to promote industry recognition and permits students of those programs to gain free membership to ACHSM, to attend ACHSM approved programs as a means of advancing membership of ACHSM.

The Education Accreditation Program is based on an expectation that Universities who offer programs in health management desire to contribute to the advancement of the health industry not only through their educational programs but also through contributions to thought leadership in the industry and to the advancement of knowledge through research and professional engagement.

The process of the Education Accreditation Program and the evaluation processes used in the program, are documented in the [ACHSM Education Accreditation Program: Policy and Procedures](#).

This document sets out the actual Standards and associated criteria that are used in the Education Accreditation Program.

Health systems are highly complex adaptive systems encompassing a diversity of domains, including health policy, health economics, health service delivery, social care (which includes aged care), and population health. Management and leadership are essential to the enabling and advancement of each of these domains. Although developed with a focus on the Australian and New Zealand health systems, these Standards have been refined to enable their application to other international jurisdictions.

ACHSM has a [Master Health Service Management Competency Framework](#) (2022). The competencies are a guide to the comprehensive nature of the role of the contemporary health leader and manager. Education and training provide opportunities to achieve competencies recognising that learning in a complex, adaptive health and social care system is lifelong. It is not expected for a single education program to meet all competencies. Equally, not all Enabling and/or Action Domains may be relevant to every course or program.

There are a wide range of training and educational programs offered in Australia, New Zealand and internationally, these are broadly categorised as:

1. Bachelor's degree in health management (or equivalent) Australian Qualification Framework Level 7 (AQF7) which may address the broad nature of management or specific fields within health management such as health information management.
2. Postgraduate programs that seek to address the core management competencies in breadth and offer credentials at either Master's (AQF9) or Graduate Diploma and Graduate Certificate (AQF8) levels.
3. Specialist programs are usually offered as postgraduate level and seek to address fields within health management, such as quality and safety, digital health, health policy or health economics.
4. Research degree programs offered at AQF10 level enable learning about research and developing novel understanding about various aspects of health services and their management.
5. Short courses (including micro credentialed courses, workshops and conferences) that can be a subset of the above, but do not necessarily include a credential under the Australian Qualifications Framework (AQF) or equivalent body. **ACHSM offers a separate Course Endorsement Program for recognition of health management learning and development of short programs or courses.**

The ACHSM Education Accreditation Program uses and relates to the AQF.

These Standards describe the identified community, professional and industry needs for educational and training offerings appropriate to the discipline of health service management. The Standards seek to determine whether there are governance arrangements in place to ensure the quality of educational outcomes, that the content of the course reflects contemporary healthcare, social care, community, professional and industry needs. The Standards help to determine that the course is delivered ensuring those identified outcomes are achieved, and that sufficient resources are available to ensure that the program's outcomes are achievable.

These Standards include Criteria for evaluation. They recognise the contemporary cultural needs of the environment within which health services operate, including recognising the diverse needs of the population, particularly vulnerable populations, and health must service individuals from diverse backgrounds.

## 2 ACHSM Standards

Standard 1: Governance	Criteria:	Evidence required:
Universities or organisations offering programs of education in health management should have policies, systems, and structures in place to ensure the course meets industry, professional, and community needs and achieves high-quality educational outcomes at an organisational and University level and in the design, delivery and evaluation of the health management programs on offer.	<p>The University or organisation providing the program has structures, systems, and processes in place to ensure that the program is of sufficient quality, is consistent with community, professional, and industry needs, and is appropriately designed, delivered, and evaluated.</p> <p>Where appropriate, the University or organisation may be regulated by the Tertiary Education Quality and Standards Agency (TEQSA) or an equivalent body. Evidence of TEQSA (or equivalent) approval may be sufficient evidence to demonstrate that the University has appropriate whole of university governance arrangements in place, but this is subject to documentation provided and survey).</p> <p>Specifically, the Standards require the University/organisation to have policies and procedures in place that ensure educational standards meet accepted academic, professional, and community expectations. These include:</p> <p class="list-item-l1">1.1 Course approval and evaluation processes. Are policies and procedures in place to ensure that the courses offered by the University are designed in accordance with academic, professional, community, and industry expectations including policies to demonstrate the University's commitment to quality educational outcomes for health management.</p> <p class="list-item-l1">1.2 Mechanisms to ensure that the programs offered by the University are designed and developed in accordance with accepted academic standards, and where appropriate are approved by national regulatory authorities.</p> <p class="list-item-l1">1.3 Mechanisms to ensure that the courses are evaluated to ensure they achieve their stated objectives, and that industry and students are</p>	<ul style="list-style-type: none"> <li>• Evidence that the University is approved by TEQSA or equivalent body. (Note: TEQSA approval may be sufficient evidence to suggest the University meets this Standard, but this is subject to documentation provided and survey).</li> <li>• In the absence of TEQSA (or equivalent) approval then the University should provide evidence of: <ul style="list-style-type: none"> <li>○ Policies and Procedures documentation.</li> <li>○ Organisational structural arrangement that identifies internal governance and advisory structures.</li> <li>○ Any evaluation of the effectiveness of these procedures.</li> <li>○ Any broad feedback from students or industry on the effectiveness of these procedures.</li> <li>○ Evidence of routine and regular consultation with the teaching team concerning the University's planning and decision making regarding the program.</li> </ul> </li> </ul>

	<p>actively engaged in that evaluation.</p> <p>1.4 Engagement with industry. Are systems and structures in place to ensure that courses offered by the University are consistent with community and industry needs and achieve their objectives including:</p> <p>1.5 That the community or industry is represented in university governance arrangements.</p> <p>1.6 Consultative mechanisms are in place to ensure the University's programs meet community expectations.</p> <p>1.7 Internal advisory structures and systems are in place to ensure the University's programs are consistent with academic standards and community and industry needs.</p> <p>1.8 Student recruitment, retention and management procedures. The University has in place policies, procedures and evaluative mechanisms to ensure that the students are recruited and managed in a way consistent with academic standards and the principles of fair treatment and that they are demonstrated to achieve the competencies required of graduates at the relevant level of the course, and specific competencies required of individual courses.</p> <p>1.9 Policies and procedures to ensure students are admitted to the program if they hold appropriate entry qualifications and experience.</p> <p>1.10 Arrangements for recruiting students from disadvantaged backgrounds, those for whom English is a second language and those with disabilities are documented and applied.</p> <p>1.11 There are policies and supporting processes to strengthen diversity through the participation of groups typically underrepresented in the profession, especially those from culturally and linguistically diverse groups, First Nations people and students with diverse academic, work and life experiences.</p> <p>1.12 Provision is made for the support needs for such students, and students with special equity and access needs are provided for.</p> <p>1.13 Students have equal opportunity to gain all graduate competency outcomes regardless of the mode of program delivery.</p> <p>1.14 Student complaint management mechanisms are in place and evidence provided of their effectiveness.</p> <p>1.15 Staff recruitment, retention, support and management policies and procedures. Policies and procedures are in place to ensure that</p>	
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	<p>appropriately qualified people are recruited into academic roles in the University and are supported and managed in their work.</p> <p>1.16 Academic staff have access to induction activities and professional development, including teaching skills, performance review, and planning.</p> <p>1.17 There is evidence of continuing support for staff training and development, particularly in curriculum design, development and delivery, including the use of new technologies for teaching and learning.</p> <p>1.18 Staffing practices in the program are consistent with the University's employment policies regarding EEO and Occupational Health and Safety and are compliant with all relevant laws and regulations.</p> <p>1.19 Support for students. The University has in place sufficient resources to ensure students have access to the resources required to achieve their educational outcomes, including library services, online access to course materials, and educational and technical advisory services.</p> <p>1.20 Quality assurance mechanisms. The University has in place mechanisms for ensuring that the educational programs offered by the University achieve their identified outcomes.</p> <p>1.21 Feedback mechanisms to identify student experiences.</p> <p>1.22 Policies and procedures to deal with academic integrity issues.</p> <p>1.23 Opportunities are provided for student involvement in program evaluation and reviews.</p>	
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<b>Standard 2: Organisation of Discipline/Academic Unit</b>	<b>Criteria:</b>	<b>Evidence required:</b>
<p>It is recognised that organisational arrangements within universities are variable and often structured on pragmatic rather than common interest grounds. Nevertheless, it is expected that the academic team offering the program in health management is in an appropriate academic unit that provides support and enables professional growth and development to the program. It is also expected that the organisational unit within which the program resides demonstrates its commitment to the program and provides adequate support.</p>	<p>2.1 Demonstrated commitment to the program and its success.</p> <p>2.2 Demonstrated alignment between the health management discipline where it is in the organisation in terms of aligned teaching and learning activities; research agendas; and professional compatibility.</p> <p>2.3 The provision of student administration including recruitment, retention, and management.</p> <p>2.4 The provision of academic support, including specialist academic services such as library, statistical advice, research skills and project management direction.</p> <p>2.5 The provision of technical support services.</p> <p>2.6 The provision of suitable accommodation for the academic team.</p>	<ul style="list-style-type: none"> <li>• Evidence of strategic intent through a strategic plan or similar document.</li> <li>• Evidence of periodic review and evaluation of the health management discipline inter-relationship to the enabling organisational unit in terms of teaching, research and professional support, growth and impact.</li> <li>• An outline of academic and technical support arrangements.</li> <li>• An outline of student support arrangements.</li> </ul>

<b>Standard 3: Industry Contribution and Research</b>	<b>Criteria:</b>	<b>Evidence required:</b>
<p>There is an expectation that the academic team and the broader University demonstrate a commitment to improving the health system through the conduct of research, and through the provision of expert advice and input into health policy and practice. Thus, there is an expectation that academic support services are in place, including those directed at assisting academics to conduct research, obtain research funding and promote research outcomes. There are also expectations that the academic staff will be encouraged to contribute to the advancement of the health industry through participation in industry governance, professional associations or advisory structures.</p> <p>The University has in place appropriate research policies and procedures, that are periodically reviewed for their impact, that support the academic team in the conduct of research and encourages their active engagement with the industry.</p>	<p>3.1 Academic support services are available including those directed at assisting academics to conduct research, obtain research funding and to promote research outcomes.</p> <p>3.2 Academic staff are encouraged to contribute to the advancement of the health industry through participation in industry governance and advisory structures.</p> <p>3.3 The University has in place appropriate research policies and procedures that support the academic team in the conduct of research and encourages their active engagement with the industry.</p>	<ul style="list-style-type: none"> <li>• An evidence portfolio that demonstrates the University's contribution to intellectual advancement of health management.</li> <li>• Information about the alignment and correlation of academic staff contribution to the sector and the profession with the experimental and applied learning offering and opportunities provided to students in the program</li> <li>• Evidence of engagement with sector/industry organisations.</li> </ul>

Standard 4: Teaching Quality	Criteria:	Evidence required:
<p>The Standards expect that the University or organisational units have a clear framework for teaching and learning, including policies that identify the relationship between curriculum content, knowledge acquisition and practical application, expected learning outcomes and the teaching and learning strategies employed.</p>	<p>4.1 Demonstrate understanding of current Australian and international best practice teaching and learning approaches.</p> <p>4.2 Evidence of a commitment to the development of graduates who can continue to learn throughout their careers.</p> <p>4.3 The use of teaching and learning approaches promotes the development of evidence-based practice, stimulates deep learning, ensures the development of required capabilities and accommodates a variety of learning styles.</p> <p>4.4 The assessment strategy for the program and specific methods, procedures and standards for the components are clearly stated.</p> <p>4.5 The assessment requirements are linked to the program and component objectives that are consistent with the learning methodology and rigorous but not onerous and appropriate in the context of the size, scope, and level of the study unit. The assessment process demonstrates transparency and procedural fairness.</p> <p>4.6 The delivery of educational offerings recognises modern educational approaches, including flexible delivery modes, the impact of technology, provision of recognition of cognate studies, prior learning, and advanced standing rules. Demonstration of approaches that recognise the challenges modern Universities face from academic misconduct and seek assurances that the University have in place mechanisms for dealing with these issues.</p> <p>4.7 Staff recruitment, evaluation, performance management and professional development systems are in place that demonstrate strategic and operational activities that are aimed at ensuring there is high quality teaching across the program.</p>	<ul style="list-style-type: none"> <li>• TEQSA approval if appropriate. Alternatively, evidence of: <ul style="list-style-type: none"> <li>○ generic graduate outcomes</li> <li>○ policies regarding teaching and course quality control, including the management of academic fraud</li> <li>○ any evidence of course appraisals and outcomes analysis.</li> </ul> </li> <li>• Documentation demonstrating assessment teaching quality from student feedback, peer evaluations, student performance outcomes, scholarship/research impact on teaching delivery, innovation in teaching, and continuous improvement efforts by teaching staff.</li> <li>• Examples of routine reporting within the discipline, organisation unit and university of quality of teaching impact for the program.</li> <li>• Provision of policies and periodic review of identification and management of support to students in respect to attainment of academic integrity learning and misconduct management.</li> </ul>

Standard 5: Program and Course Delivery	Criteria:	Evidence required:
<p>The course subject to accreditation or endorsement should be designed, developed and implemented in a manner most likely to achieve the course's stated objectives and meet community, academic, professional and industry standards. Where appropriate, the program offered leads to an appropriate award within the definitions of the Australian Qualifications Framework or equivalent. Thus, the learning outcomes are consistent with the AQF description for that level of award.</p>	<p><b>Industry engagement</b></p> <p>5.1 The program is designed in consultation with the industry and is delivered in a means that engages the industry. Determining the course/program is in accordance with academic, professional, community and industry standards is best achieved through demonstration that appropriately qualified and experienced individuals have considered the course/program design and determined that it meets those requirements.</p> <p>5.2 The program and school/department have constructive partnerships with a relevant mix of health departments and government, non-government and community health agencies to promote mutual interests in educating and training graduates skilled in professional health management practice. This is commonly achieved by the involvement of a multidisciplinary course advisory committee which needs to be established in an appropriate format for the program.</p>	<p><b>Industry engagement</b></p> <ul style="list-style-type: none"> <li>Minutes and actions from the established advisory committee demonstrating how the academic program has used recommendations and advice to strengthen and enhance learning.</li> <li>Details of industry/sector consultation demonstrating appropriate connection between the career and work environments that graduates will be part of and necessary learning in preparation that comes from courses.</li> </ul>
	<p><b>Academic leadership</b></p> <p>5.3 The course or program should have an identified discipline leader who has relevant qualifications, experience and credibility in the sector/industry. Industry credibility may result from industry experience and connection or thought leadership in the field. Operating within the University's academic governance principle, systems, and processes, the program's leadership and management have sufficient authority to design and develop the program.</p> <p>5.4 The University's documentation should ensure the academic lead's responsibilities for the educational program are clearly stated and that the course/program has governance structures and functions which are clearly defined.</p>	<p><b>Academic leadership</b></p> <ul style="list-style-type: none"> <li>Terms of reference and membership of the course advisory committee, including reporting relationships.</li> <li>Minutes of the consideration of the course/program design and recorded endorsement.</li> <li>A portfolio of evidence of engagement with the health industry and the health management profession.</li> </ul>

	<p><b>Academic team</b></p> <p>5.5 The team delivering the program have a demonstrated commitment to educational standards and, the team, is adequately qualified and experienced to deliver education in health management.</p> <p>5.6 The team and/or University has a demonstrated commitment to contributing to the sector/industry through advisory functions to industry, collaborations with industry bodies, and engagement and thought leadership through research. Students highly value experience in the industry and contributes to the success of the program/course through facilitating both organisational and individual partnership with the health industry.</p> <p>5.7 The course delivery team demonstrates a commitment to students' support and effective communication with students. The team holds the level and type of qualifications and, where possible, relevant and appropriate experience to their organisational roles (such as management and administration), teaching and research responsibilities.</p> <p>5.8 Resourcing levels should be compliant with academic industry-wide benchmarking but sufficient to meet students' needs and permit industry engagement. Flexibility in meeting this Standard will need to be recognised. Minimal resourcing levels impose considerable burdens on teaching staff and reduce their credibility to students. They also limit any ability of the staff to engage with the industry and with research.</p> <p>5.9 The issue underpinning this is industry credibility, which is of interest to potential employers and to the students. The Standard explores the composition of the teaching team as a whole and not necessarily the qualifications of all individuals. Staff involved in the program/course should have links with key professional partners in the field of health management such as ACHSM and the Society for Health Administration Programs in Education Inc. (SHAPE). There is evidence of a policy that encourages and enables staff to engage with the health and related sectors so that programs benefit from the exchange of knowledge between researchers, educators and practitioners.</p> <p>5.10 Established relationships with appropriate professional organisations and communities are in place to ensure students have access to experiential and development opportunities and activities.</p>	<p><b>Academic team</b></p> <ul style="list-style-type: none"> <li>• The curriculum vitae of the appointed Discipline Leader.</li> <li>• The position description or equivalent of the Discipline Leader.</li> <li>• Periodic review and evaluation of leadership and governance impact for the development and delivery of the program.</li> </ul>
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Standard 6: Academic Support	Criteria:	Evidence required:
<p>Students should have reasonable access to infrastructure to support learning, including lecture rooms, library support, and teaching support platforms and online access for online teaching and learning. Additionally, academic staff should be able to access the level and type of administrative support needed to run the program effectively and efficiently. This support should include reasonable access to professional development, including teaching skills.</p>	<p>6.1 The program can demonstrate that it has adequate financial resources to provide, maintain, and develop the program.</p> <p>6.2 The program can access adequate physical resources for face-to-face and online learning modes. These include:</p> <ol style="list-style-type: none"> <li>lecture theatres, classrooms, audio-visual aids for staff and students,</li> <li>ICT technology appropriate to the learning strategies,</li> <li>access to library and information resources on-site and remotely, and</li> <li>a recognised web platform or student learning management system.</li> </ol>	<ul style="list-style-type: none"> <li>A statement from the academic team regarding the adequacy of resources available.</li> <li>Any evidence of student or staff feedback which examines the adequacy of resources.</li> <li>Examples of quality assurance improvement initiatives implementation plans.</li> </ul>

<b>Standard 7: Course Evaluation</b>	<b>Criteria:</b>	<b>Evidence required:</b>
<p>The program has mechanisms in place to monitor the performance and the achievement of course outcomes. In the event of existing programs, measures of quality outcomes are available for scrutiny.</p>	<p>7.1 A program review policy exists and mechanisms for regular reviews are articulated and implemented. Such reviews are undertaken by an appropriate mix of program staff, broader university contributions and health management expertise, and include a time frame for curriculum review, such as at least every five years, and is documented and followed.</p> <p>7.2 Evidence is provided that recommendations for program changes are actively considered, and the response explained recognising contemporary, guiding educational philosophy and methodology and the core capabilities the program is required to address.</p>	<ul style="list-style-type: none"> <li>• Evidence of course evaluation policies and procedures.</li> <li>• Any relevant student feedback.</li> <li>• Copies of any formal course evaluations.</li> <li>• Examples of correlation of student and advisory committee feedback and suggestions translated into change and improvement actions.</li> </ul>

Standard 8: Course Content	Criteria:	Evidence required:
<p>The Standards for health management courses expects that the course's content is appropriate to contemporary community, professional, and sector/industry needs. A clear link is determined between assessments within the program and the demonstration of competencies required of a professional health manager.</p>	<p>8.1 The standard expects that the course is designed appropriately.</p> <p>8.2 There is a clear statement about the course's aims and objectives and the major components (units) of the course.</p> <p>8.3 Learning outcomes are clearly described.</p> <p>8.4 There is clarity around the learning methodology.</p> <p>8.5 The relationship between components and the whole of the course is articulated.</p> <p>8.6 The content of the course is appropriate to the aims and objectives of the course and where applicable, to the breadth of competencies required of a modern health manager.</p> <p>8.7 Contemporary teaching and learning strategies are used for delivery of educational offerings. All students in educational offerings receive opportunities for experiential learning related to health management and the health sector.</p> <p>8.8 The Standard creates an expectation that assessment items used in the courses are, wherever possible relevant, authentic industry-based, using opportunities to practice addressing of real-world challenges. The assessment should assist learners in demonstrating achievement of the learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Courses seeking accreditation must demonstrate that they are designed to address community, professional, and industry requirements. Considering the potential diversity of such programs, it is difficult to be prescriptive.</li> <li>• Evidence to inform acceptance that such courses are appropriate to academic, community, professional and industry standards, may be drawn from evaluation of evidence that experts are involved in their design and delivery or the evaluation of those courses.</li> <li>• Feedback from the course advisory committee regarding course and program achievement of these objectives would also be appropriate to be provided to surveyors.</li> <li>• Evidence that demonstrates that a comprehensive teaching and learning strategy is used for delivery of the educational offerings including that all students, during their program of learning have the opportunity for experiential and applied learning relevant to health management within the health sector or system.</li> </ul>

### **3 ACHSM Master Health Service Management Competency Framework & Standards Compliance**

ACHSM has a set of competencies that are important for healthcare leaders and managers in their employment, leading, managing, and mentoring health service managers. These competencies are set out in the document [Master Health Service Management Competency Framework \(ACHSM, 2022\)](#).

The Competency Framework is organised around two competency domains: **Enabling Domains** that reflect personal attributes; and **Action Domains** for health leaders and managers.

As part of the ACHSM's Education Accreditation Program, there are requirements for universities and education providers to demonstrate appropriate inclusion of competencies in their learning activities. Accreditation Standards (Standards 1 and 8) identify how education providers can align with these competencies for inclusion of accreditation.

The competencies should not be viewed as a static set of attributes but rather as a dynamic opportunity for health service managers and leaders to continuously learn and develop their expertise. It is not necessary for every learning program or course to be able to demonstrate that every domain and competency are incorporated in a program. This is not the intention of the accreditation and endorsement programs. ACHSM understands that the learning objectives, and/or the duration of a program or course will impact the range of competencies that might be covered; or some competencies relate to personal innate abilities, traits and values, or cultural/contextual factors which may not be teachable or learnt.

The competencies are designed for use by health leaders and managers at different stages of their professional and personal development and this approach should also be aligned within the degree of complexity of learning (foundational, specialised, undergraduate, postgraduate, research levels).

What is required, within the education accreditation program, is the demonstration of the inclusion of the ACHSM's competencies with breadth and depth that supports the learning objectives set out for programs and courses. An outline of the anticipated correlation of competencies to learning programs and course are –

Australian Qualification Framework (AQF) Level	Program/Course Types for Accreditation or Endorsement	What competency domains need to be included across the compete program/course
7	Bachelor's degree	<ul style="list-style-type: none"> <li>• Health Leadership and Ethical Behaviour</li> <li>• Impact and Influence</li> <li>• Health Systems</li> <li>• Change Leadership</li> <li>• Communication</li> <li>• Relationship Management</li> <li>• Business Literacy – Talent Management</li> <li>• Business Literacy – Financial and Resource Management</li> <li>• Risk Management and Clinical Governance</li> <li>• Digital and Project Management</li> </ul>
8	Graduate Certificate and Diploma degrees	<ul style="list-style-type: none"> <li>• Health Leadership and Ethical Behaviour</li> <li>• Impact and Influence</li> <li>• Health Systems</li> <li>• Business Literacy (appropriate/linked domain/s to be selected for example, digital management, project management, financial and resource management and talent management)</li> <li>• Plus, any other domain that relates to course/program topic</li> </ul>

9	Master's degree	<ul style="list-style-type: none"> <li>• Health Leadership and Ethical Behaviour</li> <li>• Impact and Influence</li> <li>• Health Systems</li> <li>• Change Leadership</li> <li>• Communication</li> <li>• Relationship Management</li> <li>• Business Literacy – Talent Management</li> <li>• Business Literacy – Financial and Resource Management</li> <li>• Risk Management and Clinical Governance</li> <li>• Digital and Project Management</li> </ul>
10	HDR degrees (health management structured professional doctorates [not PhD])	<ul style="list-style-type: none"> <li>• Elements 1, 3, 4, 5, 6 of Professionalism</li> <li>• Plus, any other Domain that relates to the research topic</li> </ul>

As part of the provision of evidence in the education accreditation and endorsement programs, universities and education providers should appropriately demonstrate the required correlations of competencies to the course or program, and the degree of depth or alignment of the level of knowledge, skills and their application, that is planned to be delivered in each program or course.

## 4 ACHSM Master Health Service Management Competency Framework

[https://www.achsm.org.au/wp-content/uploads/2024/03/2022\\_Competency\\_Framework\\_online.pdf](https://www.achsm.org.au/wp-content/uploads/2024/03/2022_Competency_Framework_online.pdf)

The following diagram summarises the ACHSM Competencies.

Enabling Domains		Action Domains	
Leadership Skills and Ethical Behaviour	6	Communication	4
Impact and Influence	6	Relationship Management	6
Health Systems	6	Business Literacy – Talent Management	5
Self-awareness and Self-confidence	6	Business Literacy – Financial and Resource Management	4
Professionalism	7	Project Management	4
Change Leadership	4	Risk Management and Clinical Governance	3
		Digital Management	6
<b>Total Competencies per Domain:</b>	<b>35</b>		<b>32</b>

### Leadership Skills and Ethical Behaviour

The course addresses the definition, significance, and characteristics of health leadership across the spectrum of transactional, transformational and crisis leadership and the perspective of self, engagement of others, achieving outcomes, driving innovation, and shaping the future. The course should address the ability of graduates to:

- Articulate and align the concepts of mission, vision, objectives, values and priorities within leadership and management practice.
- Identify the value of ethical, collaborative, strategic leadership.
- Understand the need to balance competing organisational priorities.
- Understand leadership attributes and styles and the value of adapting leadership style to suit the situation.
- Understand the value of participatory decision-making.
- Understand the value of innovation and problem analysis, as well as the promotion of solutions and new ideas.
- Demonstrate how to build organisational and systemic resilience.

### Impact and Influence

The course should address the ability of graduates to persuade, convince or influence others to support an idea, agenda, or direction.

- Demonstrate the value of social and environmental responsibility and the impact of initiatives on the wider community and the environment.

- Demonstrate a refined situational awareness regarding the political, economic and social environment, ways to evaluate the political environment and demonstrate use of that understanding to influence decision-making.
- Demonstrate ways to promote trust, transparency and psychological safety amongst the workforce.
- Demonstrate commitment to improving the health of the community through partnering in the planning, designing and monitoring of care.
- Demonstrate an understanding of how to elevate community, consumer and carer voice and agency.

### **Health Systems**

The course should address an in-depth understanding of the health system, understanding of the formal and informal decision-making structures, power relationships and funding systems within local and national health systems.

- Demonstrate a holistic understanding of health systems and ways to evaluate their effectiveness.
- Interpret and champion health system governance, regulation, legislation, policy and funding in context.
- Identify ways to manage competing health system priorities.
- Demonstrate an extensive understanding of competing healthcare priorities and interrelationships across issues such as access, quality, safety, cost, resource allocation, accountability, competition, care setting, community need and professional roles.
- Identify ways to monitor and assess healthcare trends nationally and internationally.
- Demonstrate an understanding of the relationships between organisational systems and the external environment, and between organisational systems and themselves.

### **Self-awareness and Self-confidence**

The course should seek to build the strengths and recognise their limitations, values, and attitudes, including the impact that one has on others. It should encourage whole of life learning and a willingness to address development needs through reflective, self-directed learning, observing, seeking feedback, and trying new approaches (NCHL definition).

- Demonstrate a commitment to advancing the profession and colleagues by sharing knowledge and experience.
- Balance professional and personal accountability.
- Know own attributes i.e., strengths and limitations.
- Display emotional intelligence.
- Demonstrate an ability to understand, use, and manage own emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges, and defuse conflict.
- Demonstrate a preparedness to seek feedback regarding strengths and limitations (reflective practice).
- Demonstrate a commitment to personal wellbeing, establishes habits supporting well-being, and creates a work climate that supports the total health of oneself and others.

### **Professionalism**

The course should demonstrate how it supports the graduates' ability to align personal and organisational conduct with ethical and professional standards that include a responsibility to the patient (individual) and the community, a service orientation, and a commitment to lifelong learning and improvement.

The course develops graduates who:

- Advocate for evidence-informed policy that enhances outcomes for individuals and communities.
- Practice due diligence to meet management responsibilities.
- Use evidence to inform decision-making.
- Demonstrate a commitment to competence, integrity and altruism.
- Demonstrate a commitment to developing others – mentoring, teaching etc.
- Demonstrate a commitment to professional development.
- Foster a culture of accountability by creating a culture of strong accountability for both self and others.

### **Change Leadership**

The course develops in the graduate an ability to energise stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

- Promote a learning orientation and continuous improvement in self and others.
- Respond to the need for change and lead the change process using evidence-based methods and proven change management tools.
- Encourage diversity of thought to support innovation, creativity and improvement.
- Actively contribute to the health management body of knowledge.

### **Communication**

Graduates of the course should have demonstrated effective written and oral communication, which is more than just the sending and receiving of information but also the transmission of understanding and intent.

- Demonstrate verbal communication skills in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.
- Demonstrate effective writing skills.
- Listen with understanding and empathy and responds appropriately, both verbally and non-verbally.
- Demonstrate effective internal and external stakeholder communications.

### **Relationship Management**

The course should foster an ability in the graduates to use awareness of their own emotions and those of others to manage interactions successfully. Relationship management involves clear communication and effective handling of conflicts: it is an essential emotional intelligence skill. It enables to the create an environment that is spiritually, socially, and emotionally safe.

- Understand and champion individual and organisational responsibilities in relation to cultural respect and cultural safety for First Nations people.
- Value and promote diversity, inclusion, and equity for all stakeholders.
- Build the culture, systems, and processes for successful stakeholder engagement.
- Respond appropriately to the changing requirements and evolving healthcare needs of consumers.

- Demonstrate commitment to improving the health of the community.
- Balance organisational and social responsibility.

### **Business Literacy – Talent Management**

The course should demonstrate how it empowers the graduate to build the breadth and depth of organisation's human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring emerging leaders.

- Use contemporary and effective workforce planning tools and practices to maintain and improve high quality healthcare.
- Analyse and plan health workforce within available resources.
- Demonstrate commitment to monitoring and prioritising staff wellbeing.
- Formally identify and address staff performance development needs and ensure professional development.
- Employ effective, policy-based strategies to manage inappropriate staff behaviours.

### **Business Literacy – Financial and Resource Management**

The course should demonstrate how it develops the graduates' ability to understand and explain financial and accounting information, prepare, understand, and explain financial and accounting information, prepare, and manage budgets, and make sound investment and resource allocation decisions.

- Create and manage budgets to meet health goals.
- Understand and effectively use and communicate financial data.
- Understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organisational performance.
- Understand how to manage contracts with external suppliers (including preparing and evaluating tenders) that comply with organisational Policy and legal requirements.

### **Project Management**

Project management is the application of skills, experience, knowledge, methods, and processes to achieve a project's objectives. The course should demonstrate how it develops in the graduate competencies relating to the management of projects, i.e., planning, controlling, and reviewing.

- Use contemporary project management skills, appropriate to current level, to deliver successful project outcomes.
- Demonstrate ability to plan, execute, and oversee projects involving significant resources, scope, and impact.
- Employ appropriate, effective, and efficient program and project management methodologies.
- Employ appropriate value management and benefit realisation strategies to support delivery of successful outcomes.

### **Risk Management and Clinical Governance**

Graduates of the course should be able to demonstrate the objectives and strategies required to shape the risk and safety culture of a team and organisation.

- The ability to analyse and design or improve an organisational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centred design.

- Ensure good risk management practice across areas of responsibility.
- Provide leadership to develop a culture of safety, quality and continuous improvement.

### **Digital Management**

The graduate of accredited courses should demonstrate an ability to manage business and clinical requirements using digital tools.

- Understand the use of digital health solutions to support innovation, quality improvement, research and health service management.
- Align corporate, clinical and information governance.
- Ensure digital health solutions meet functional and user requirements.
- Use digital health solutions safely, minimising unintended consequences.
- Use advanced analytics methods and visualisation techniques for information representation.
- Promote digital health literacy.

### **Evidence required to demonstrate inclusion and integration of competencies in learning offerings and opportunities**

- Course design documents that demonstrate the internal course logic, graduate outcomes and assessment strategies.
- Map of the competencies delivered in each course within programs.
- Course materials, resources and supporting services provided to students.
- Evidence of feedback on course design and evaluation.
- An appropriate schematic that demonstrates how the course as a whole address the management competencies identified in these Standards.