



Aboriginal & Torres Strait Islander Health and Care Traineeship Framework



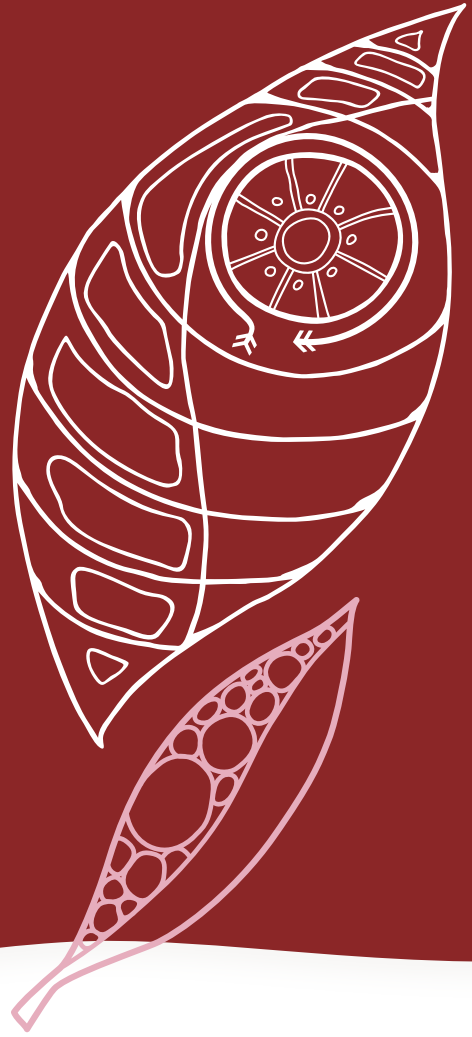
NACCHO
National Aboriginal Community
Controlled Health Organisation



First Nations
Health Worker
Traineeship Program

Acknowledgement of Country

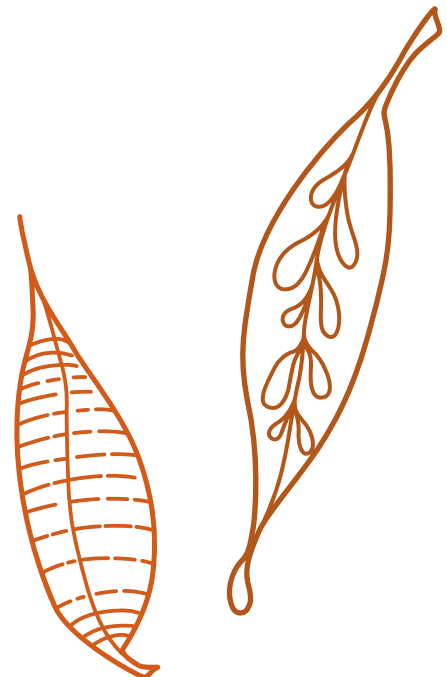
NACCHO acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Owners of the lands where we live, where we work, and across Australia. NACCHO recognises and pays respect to Elders past, present and emerging across Australia and thanks them for their continuing care and custodianship of land, sea, culture and community.



Acknowledgement of contributions

NACCHO acknowledges the financial support of the Australian Government Department of Health and Aged Care for this project.

In a genuine partnership, many individuals and organisations have contributed their time and expertise to the Framework's co-design, including members of the Aboriginal Community Controlled Health Organisation Registered Training Organisation (RTO) Community of Practice and the Human Services Skills Organisation (HSSO) as co-authors of this Framework with NACCHO.



Aboriginal and Torres Strait Islander Workforce and Training and key stakeholders

With the Aboriginal and Torres Strait Islander student in the centre, it will take a broad range of stakeholders, working together with the ACCHO sector to deliver a steady pipeline of suitably skilled Aboriginal health workers.

Figure 1 Who will see themselves in the Framework



Artwork story



The artwork and each of the elements in the painting represent the creation of an environment which enables workers to thrive.

Pink is the **Heartwood** of the tree – it is strong while the outer layers are intact.

Cocoons provide a shielded environment to grow and develop.

The **arrow** around the circles represents a yarnning circle. Entry and exits are from the same point where everyone speaks and listens.

The **circles** represent significant meeting places, but the symbolism includes day and night, the sun and moon.

The **leaves** represent the different seasons, and the elements present at that time – fire water air wood earth.

Spirit is represented by the white/pale blue outer of the tree which provides guidance from the past to protect the future.

Tammy Chatfield Biography

My identity is not limited to but is inclusive of being a Kamilaroi woman, daughter, aunt, Aboriginal Health Worker, health practitioner, Doctor of Traditional Chinese Medicine, artist and teacher. I have over thirty years' experience in the Aboriginal sector in the areas of housing, education and health. I was born on Boon Wurrung land and currently live on Wurundjeri land. I hold a level of community and cultural responsibility to be respectful of place and to walk gently.

The land teaches and holds a knowledge that creates a connection between self, others, animals, plants and minerals we cohabitate with.

I am drawn to the colours, shapes and textures that exist within nature and how each of these elements are impacted on by the environment in which they struggle to survive but can also thrive.

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Executive Summary

This Framework has been developed in response to critical workforce shortages in the Aboriginal and Torres Strait Islander Community Controlled Primary Health Care sector as part of investment in the First Nations Health Worker Traineeship Program.

The Framework describes and builds on the unique approach to workforce training delivered by the Aboriginal and Torres Strait Islander Community Controlled Health Registered Training Organisations (ACCHRTOs) in NACCHO's membership.

This approach centres the student – meaning each student is well supported to complete their chosen qualification or course. This might include help with tutoring or literacy, but may also extend to childcare, SEWB support or cultural mentoring. This Framework recognises the strengths of this holistic approach¹ and formalises that support.

Rather than assuming trainees are only young people, or entry-level employees, the Framework takes a broader approach, acknowledging that people often start and change careers at very different stages of life. The model supports this by facilitating entry at multiple points, for school-leavers entering the workplace, people new to the sector or wanting a career change, or those in the sector interested in gaining new skills or advancing their career. It also appreciates that people may come to training with a range of skills and experience that could be recognised as part of the qualification.

The Framework outlines the roles and responsibilities of each participant in this program, from the student, their employer and training provider, to the role of Affiliates and NACCHO in facilitating the program. Detailed information and resources are also provided for each participant.

In all, this Framework details a holistic approach to training and development that is flexible enough to expand as the workforce needs of the ACCHO sector change and grow, and as our ACCHRTOs build their capacity to deliver training to more Aboriginal and Torres Strait Islander students.

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¹ Gwynne K, Rojas J, Hines M, Bulkeley K, Irving M, McCowen D, Lincoln M. Customised approaches to vocational education can dramatically improve completion rates of Australian Aboriginal students. *Aust Health Rev.* 2020 Feb;44(1):7-14. doi: 10.1071/AH18051. PMID: 30867086.

1 Introduction

Aboriginal and Torres Strait Islander-led health care

Aboriginal Community-Controlled Health Organisations (ACCHOs) have been the key strategy to Closing the Gap in health outcomes between Aboriginal and Torres Strait Islander and non-Indigenous Australians since the early 1970s, with National leadership from NACCHO (and its predecessor NAIHO) since 1974. ACCHOs provide culturally safe, holistic and comprehensive primary health care, designed and delivered by and for Aboriginal and Torres Strait Islander people.

The ACCHO model of care takes a holistic view of the person across their lifespan, which reflects the Aboriginal and Torres Strait Islander view of health. It is focused on the social and cultural determinants of health and has transformed health care in Aboriginal and Torres Strait Islander communities. ACCHOs are critical to closing the gap and ongoing efforts to grow this sector will bring significant improvements in health outcomes. Critically, they provide genuine employment opportunities for community members who wish to work and live on Country.

Aboriginal and Torres Strait Islander Health Workers and Aboriginal and Torres Strait Islander Health Practitioners are the very heart of the ACCHO workforce.

They play a central role in ACCHO multidisciplinary primary health care teams, in clinical practice, illness prevention and health promotion. Importantly, they provide critical continuity of care for clients, which is central to the ACCHO holistic model of care.²



Workforce challenges

Although Aboriginal and Torres Strait Islander people are employed in the health care and social assistance sector more than any other industry, they remain underrepresented. In 2016, Aboriginal and Torres Strait Islander people just represented 1.8% of the health workforce, despite being 3.3% of the Australian population (3.1% of the working age population).

ACCHOs are currently facing critical workforce shortages, which are exacerbated in remote areas. Workforce data reported to the AIHW shows a decrease of FTE clinical staff per 1,000 population of around 20 – 30% in ACCHOs and a 50% increase in the number of unfilled positions since the start of the COVID-19 pandemic in 2020.

We know that in the health sector, the identified lack of Aboriginal and Torres Strait Islander health and care workers contributes to reduced access to health and care services for Aboriginal and Torres Strait Islander people in ACCHOs, and in mainstream primary and allied health sectors more broadly.

Importantly, growing the Aboriginal and Torres Strait Islander health and care services workforce is key to achieving Closing the Gap Targets in health, wellbeing and education.

This is particularly critical in regional, rural and remote areas where there is high Aboriginal and Torres Strait Islander unemployment and substantial workforce shortages.

Australia needs a significantly larger Aboriginal and Torres Strait Islander health workforce to meet communities' current and future health care needs. The *National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–31* (Health Workforce Plan) aims for Aboriginal and Torres Strait Islander people to represent 3.43% of the national health workforce by 2031.³ While in some locations the workforce is growing, the current rate of growth is not fast enough to meet demand. This is particularly true for skilled and job ready Aboriginal and Torres Strait Islander Health Workers (AHWs) and Aboriginal and Torres Strait Islander Health Practitioners (AHPs).

Significant support and planning is required to ensure the workforce can be grown and developed to meet the needs of Aboriginal and Torres Strait Islander communities. This requires investment in the development of robust, Aboriginal and Torres Strait Islander-led training and career pathways across the health and human services sectors.

2 NACCHO, Core Services and Outcomes Framework, <https://csof.naccho.org.au/>

3 Department of Health. National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031. [Online] 2022. <https://www.health.gov.au/sites/default/files/documents/2022/03/nationalaboriginal-and-torres-strait-islander-health-workforce-strategic-framework-and-implementation-plan-2021-2031.pdf>

First Nations' Health Worker Traineeship Program

The Commonwealth Government has committed to rebuilding the AHW and AHP workforce and the Aboriginal and Torres Strait Islander Community Controlled Health Registered Training Organisations (ACCHRTOs) that train them. Led by NACCHO, the First Nations Health Worker Traineeship (FNHWT) program has been welcomed by the ACCHO sector as an ideal way to grow a suitably qualified and job ready AHW and AHP workforce.

The program aims not only to re-establish a strong and sustainable Health Worker and Health Practitioner workforce, but also to address ACCHO workforce development challenges and support the sustainable growth of the ACCHRTO sector.

The FNHWT program will support up to 500 Aboriginal and Torres Strait Islander trainees to become Aboriginal Health Workers or Health Practitioners. Trainees will undertake Certificate III or Certificate IV qualifications in the Aboriginal and Torres Strait Islander Primary Health Care training package. These qualifications are unique in health training – there are no other qualifications like them in the world designed to meet the specific cultural and clinical needs of the communities they service.

To ensure successful program outcomes, strong training and career pathways and additional wrap around supports for Aboriginal and Torres Strait Islander students are embedded in the program to improve course completion rates and support transition for new, work ready graduates into the workforce.

Funding for the program supports ACCHOs to provide supervision and workplace supports which allows for better, more structured support for trainees, ensuring they understand the organisation and their place in it. Funding also supports ACCHRTOs to deliver wrap-around cultural and educational supports to trainees, and structured support and training to ACCHO-based supervisors to ensure a streamlined and positive student experience.

This Framework underpins the FNHWT Program. It details the program context, design and structure, explains how it will be implemented, and ensures each stakeholder has a shared understanding of the VET qualification, and their role in ensuring its success. It ensures that classroom learning is contextualised in a meaningful way – both culturally and clinically, and that work experience builds on what has been learned in class.

Why do we need an Aboriginal and Torres Strait Islander Traineeship Framework?

Although Aboriginal and Torres Strait Islander people enter health qualifications at a higher rate than other Australians, completion rates remain lower.⁴

There are several factors contributing to this; the traineeship model itself, cultural safety in the way training is delivered and contextualised, and the level of support provided to students.

The current Australian traineeship model is flawed. There is a disconnect between stakeholders, that is; between trainees, the training organisation (TAFE or RTO) and the employer about their roles and responsibilities and how these intersect.⁵ Ideally, the training provider and employers work closely to identify skills needs and determine how best to deliver these to trainees. However, this is not always the case and industry groups often express concern that trainees do not have work-ready skills. Critical funding gaps exacerbate the disconnect between employer and trainer.

This is evident in ACCHO experiences with mainstream RTOs and TAFEs, which are often problematic and where the lack of a culturally safe training environment impacts staff willingness and enthusiasm to study. For Aboriginal and Torres Strait Islander students, it is important that training and workplace experiences take place in a culturally safe environment and with people experienced in working with students who have complex needs.

The NACCHO member ACCHRTOs are essential to ensuring Aboriginal and Torres Strait Islander people have a culturally appropriate training option to support both student and employer through the study journey from enrolment, class-based training, clinical placement to graduation. ACCHRTOs consider it their responsibility to facilitate strong and culturally safe education and training pathways for potential and current students and for their communities – to inspire, motivate and empower them to grow personally and professionally.

A key advantage for the ACCHO sector is the strength of the relationship between ACCHOs (the employer), and ACCHRTOs (the trainer). ACCHRTOs work closely with their member ACCHOs to determine the training needs for their services and staff – as member-based services, ACCHRTOs are highly accountable to their ACCHO members and the communities they serve. Together, the sector ensures cultural safety for students and workers, including Aboriginal and Torres Strait Islander Health Workers and Health Practitioners.

In addition to culturally safe training, the provision of wrap around supports is an essential element to improving completion rates for Aboriginal and Torres Strait Islander students.⁶

4 NCVET, Student equity in VET 2020: participation, achievement and outcomes, <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/student-equity-in-vet-2020-participation-achievement-and-outcomes>

5 Challenges can include coordinating the on-the job component, aligning the training and assessment, and ensuring that the off-the-job component accords with what is being learned in the workplace.

6 Gwynne K, Rojas J, Hines M, Bulkeley K, Irving M, McCowen D, Lincoln M. Customised approaches to vocational education can dramatically improve completion rates of Australian Aboriginal students. *Aust Health Rev.* 2020 Feb;44(1):7-14. doi: 10.1071/AH18051. PMID: 30867086.

A focus on the provision of culturally competent wrap around supports for Aboriginal and Torres Strait Islander students is the critical difference in training offered by ACCHRTOs.

However, ACCHRTOs are chronically underfunded to deliver these wrap-around supports and operational requirements, and ACCHOs are not funded to provide supervision for trainees. This hinders the ability of ACCHRTOs to effectively deliver their innovative model of training and support to Aboriginal and Torres Strait Islander students. Compounding this, in an environment of chronic workforce shortages, there are not enough Aboriginal and Torres Strait Islander VET educators, and no longer enough staff to enable ACCHOs to provide unpaid supervision for new trainees.

The combination of low student completion rates and reductions in funding for the sector over the preceding decade have resulted in a critical shortage of AHWs and AHPs across the health workforce and an ACCHRTO sector at risk of collapse.

At the same time, there is increasing demand for ACCHRTOs to expand their scope of delivery to address issues of undersupply of services to Aboriginal and Torres Strait Islander communities. This includes disciplines such as: social and emotional well-being (SEWB); counselling and mental health training; disability and aged care; allied health; maternal and early childhood; alcohol and other drugs; and other community services and health qualifications.

The Framework reflects the unique and innovative way that ACCHRTOs already deliver training and support to Aboriginal and Torres Strait Islander students. It supports the flexibility and quality of this approach, and celebrates its strengths.

Because workforce shortages are not confined to AHWs and AHPs,⁷ the Framework has been designed to be flexible enough to be adapted to other qualifications and careers, including those noted above.

The Framework also includes a pathways element which will support opportunities for career development and change for ACCHO workers by embedding an approach that allows people to follow a structured pathway from entry level to advanced skills training throughout their career.

Whilst currently outside the scope of delivery, the Framework also offers the potential for delivery of articulation pathways into higher education programs such as nursing, medicine and allied health, in partnership with the university sector.

The Framework provides useful resources and templates to support stakeholder participation in the program. It takes a flexible, phased approach and will evolve as the capacity of ACCHRTOs grows and ACCHOs' workforce and training needs expand.

How did we develop the Framework?

NACCHO has received funding under the Closing the Gap Health Sector Strengthening Plan to determine how to rebuild the ACCHRTO sector to help ensure a strong and sustainable Aboriginal and Torres Strait Islander Health workforce. Through a National ACCHO workforce census and Workforce and Training Gap Analysis sectoral issues, workforce gaps and training needs were identified.

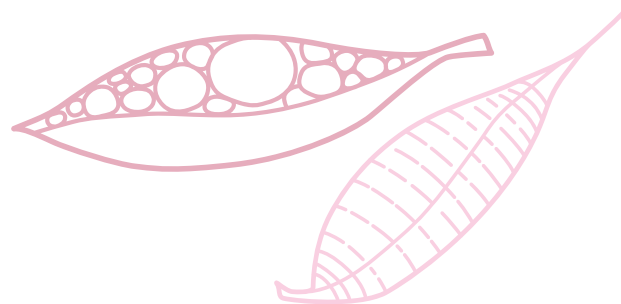
The ACCHO workforce census was co-designed with a range of stakeholders and delivered to NACCHO's 145 member ACCHOs and 11 ACCHRTOs.

Quantitative and qualitative census data was collected through an online survey, supported with extensive video, email and phone outreach and one-on-one support to survey respondents.

In all, 80 complete responses to the ACCHO part of the survey were received and 10 complete responses to the ACCHRTO section of the survey. The ACCHOs in the sample cover all jurisdictions and follow a similar distribution as the one reported by the Australian Bureau of Statistics about all ACCHOs.

From this data, a gap analysis was undertaken which identified a series of key qualifications needed by the sector, including Allied Health Assistance, Individual Support (Aged care and disability), Mental Health, Alcohol and Other Drugs and Environmental Health. Along with the AHW and AHP qualifications, these qualifications were mapped to identify where there is overlap in the learning, and so where credit transfers between units of competency might be applicable.

This level of qualification technical mapping has not previously been undertaken for the ACCHO sector. Mapping demonstrated that many different roles in the ACCHO sector draw on the same foundation of skills and knowledge across many areas of certified training and work roles. The benefit of this approach for trainees is that it creates many opportunities to progress in their career, and this is reflected in the Traineeship Framework, and the Pathways Model outlined below.



7 National Skills Commission, Care Workforce Labour Market Study, 2022 <https://www.jobsandskills.gov.au/sites/default/files/2023-12/Care%20Workforce%20Labour%20Market%20Study%20-%20Report%20Summary.pdf>

2 A framework for the Aboriginal community controlled sector

This Framework is embedded in culture and has trainees at its centre. Other stakeholders work to provide each trainee the supports they need to achieve their goals.

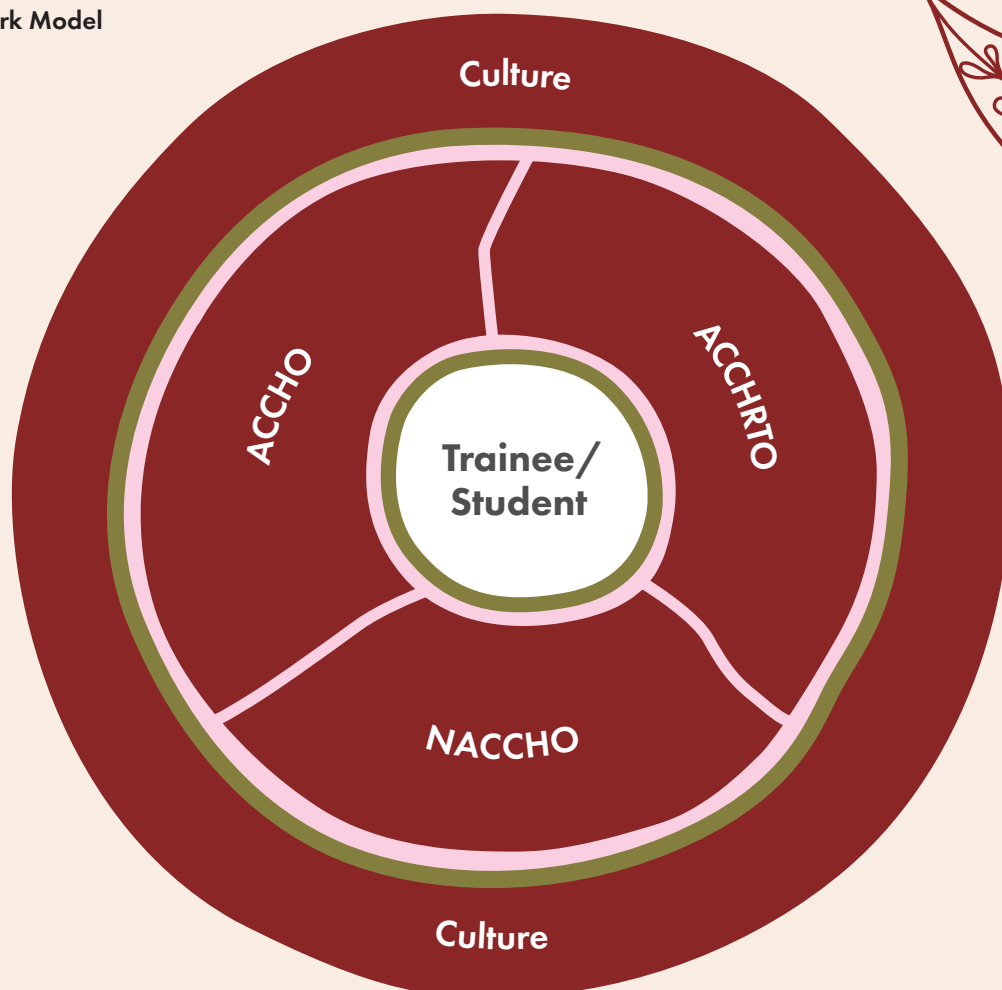
It is recognised that not everyone's path to become an AHW or an AHP will be the same. The Framework acknowledges this through its articulation of workforce development pathways, which appreciates the different skills and experiences people bring to the program. As such, the Framework meets people where they are at on their learning journey. It promotes recognition of a trainee's previous skills, experience, and

employment to enter the program, to fast-track accredited training where appropriate and as a platform for further specialisation and study where desired.

The recruitment of trainees who may have had previous exposure to working in the ACCHO/health sectors or who are wanting to restart a career as an AHW/AHP are supported through this approach.

However, it will take a cohesive partnership between all stakeholders in the program to ensure its success. The Framework outlines the roles and responsibilities of stakeholders, from trainees, and ACCHOs to ACCHRTOs, through to the Affiliates and NACCHO itself.

Figure 2
Trainee Centric
Framework Model



Shared policy foundations of the Framework

Shared policy foundations are produced through co-design. This Traineeship Framework builds on priorities and strategies outlined in four highly regarded, co-designed national policies that have secured Ministerial endorsement, namely the:

- ▶ National Agreement on Closing the Gap 2019–2029⁸
- ▶ National Aboriginal and Torres Strait Islander Health Plan 2021–2031⁹
- ▶ National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031¹⁰
- ▶ Health Sector Strengthening Plan.¹¹

Other resources led by Aboriginal and Torres Strait Islander community-controlled peak bodies have also been incorporated, including the:

- ▶ NACCHO Core Services and Outcomes Framework¹²
- ▶ Cultural Safety Framework: National Aboriginal and Torres Strait Islander Health Workers Association¹³

The National Agreement on Closing the Gap 2019–2029

Advocating for and securing The National Agreement is acknowledged as a historically significant act of Aboriginal and Torres Strait Islander self-determination. The Traineeship Framework strongly aligns with the four Priority Reforms of the National Agreement (below). The National Agreement was agreed to by all Australian Governments and efforts to improve outcomes must occur in full and genuine partnership with Aboriginal and Torres Strait Islander peoples.

The Four Priority Reforms of the National Agreement

- 1 Strengthen and establish formal partnerships and shared decision-making.
- 2 Build the Aboriginal and Torres Strait Islander community-controlled sector
- 3 Transform government organisations so they work better for Aboriginal and Torres Strait Islander peoples.
- 4 Improve and share access to data and information to enable Aboriginal and Torres Strait Islander communities make informed decisions.

National Aboriginal and Torres Strait Islander Health Plan 2021–2031

The vision of the National Aboriginal and Torres Strait Islander Health Plan 2021–2031 (Health Plan) is for Aboriginal and Torres Strait Islander peoples to enjoy long, healthy lives centred in culture, with access to services that are prevention- focused, culturally safe and responsive, equitable and free of racism.¹⁴ The Health Plan sets several priorities to achieve its vision that have informed the Traineeship Framework, including growing the Aboriginal and Torres Strait Islander health workforce.

National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031

The National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031 (Health Workforce Plan) recognises that a locally qualified and skilled Aboriginal and Torres Strait Islander health workforce across the health system is required to achieve the

8 National Agreement on Closing the Gap. [Online] July 2020. <https://www.closingthegap.gov.au/national-agreement/national-agreementclosing-the-gap>.

9 Department of Health. The National Aboriginal and Torres Strait Islander Health Plan 2021–2031. [Online] 2021. <https://www.health.gov.au/resources/publications/national-aboriginal-and-torres-strait-islander-health-plan-2021-2031?language=en>

10 Department of Health. National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031. [Online] 2022. <https://www.health.gov.au/sites/default/files/documents/2022/03/nationalaboriginal-and-torres-strait-islander-health-workforce-strategic-framework-and-implementation-plan-2021-2031.pdf>

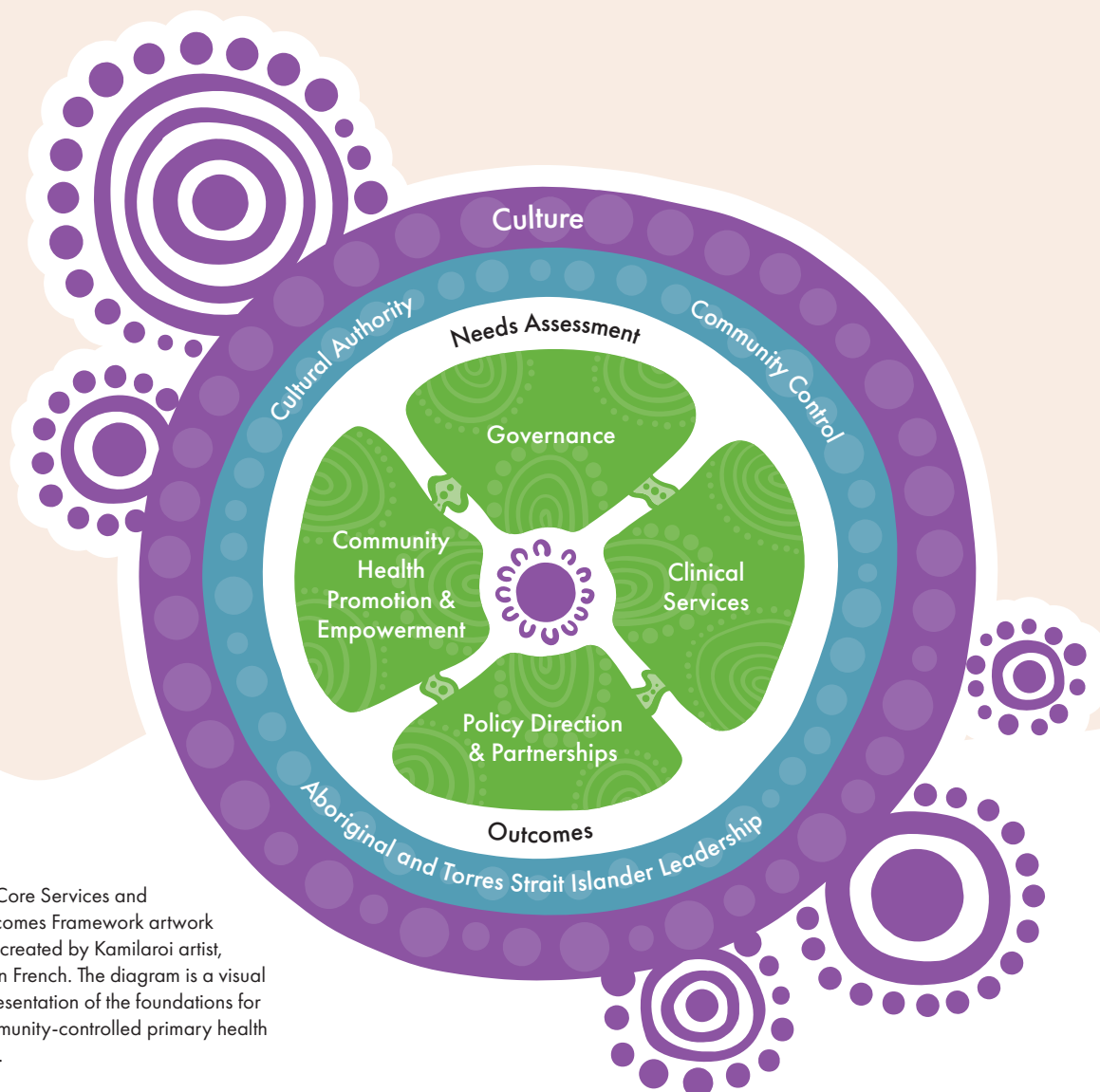
11 Joint Council on Closing the Gap. Health Sector Strengthening Plan. Coalition of Peaks, 2021.

12 National Aboriginal Community Controlled Health Organisation. Core Services and Outcomes Framework: The model of Aboriginal and Torres Strait Islander Community Controlled Comprehensive Primary Health Care. [Online] June 2021. <https://csof.naccho.org.au/wp-content/uploads/2022/10/Core-Services-Outcomes-Framework-full-document.pdf>

13 National Aboriginal and Torres Strait Islander Health Worker Association. Cultural Safety Framework: National Aboriginal and Torres Strait Islander Health Workers Association. [Online] 2013. https://www.naatsihwp.org.au/sites/default/files/natsihwa-cultural_safety-framework_summary.pdf

14 Department of Health. The National Aboriginal and Torres Strait Islander Health Plan 2021–2031. [Online] 2021. <https://www.health.gov.au/resources/publications/national-aboriginal-and-torres-strait-islander-health-plan-2021-2031?language=en>

Figure 3 Core Services and Outcomes Framework Model*



*The Core Services and Outcomes Framework artwork was created by Kamilaroi artist, Ethan French. The diagram is a visual representation of the foundations for community-controlled primary health care.

vision of the Health Plan. The Health Workforce Plan has two objectives, to increase the Aboriginal and Torres Strait Islander health workforce and to strengthen the health system to create and sustain cultural and professional capabilities.¹⁵

Health Sector Strengthening Plan

The three-year Health Sector Strengthening Plan (HealthSSP) outlines 17 transformative sector strengthening actions to support and build the Aboriginal and Torres Strait Islander community-controlled health service sector. This includes building the capacity of ACCHRTOs to secure the growth of the ACCHO workforce across health and human services.

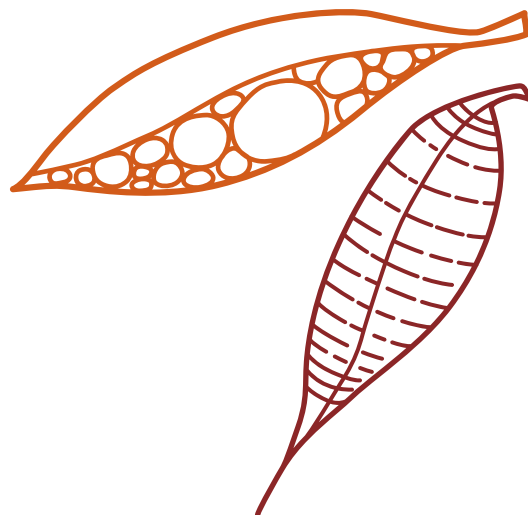
NACCHO Core Services and Outcomes Framework (CSOF)

The CSOF outlines the model by which the Aboriginal Community Controlled Health sector delivers comprehensive primary health care across Australia. It is intended for use by three main audiences: ACCHO primary health care services and their staff; Aboriginal and Torres Strait Islander communities; and policy-makers and other stakeholders seeking to better understand the benefits and nature of community-controlled comprehensive, primary health care.

15 Department of Health. National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031. [Online] 2022. <https://www.health.gov.au/sites/default/files/documents/2022/03/nationalaboriginal-and-torres-strait-islander-health-workforce-strategic-framework-and-implementation-plan-2021-2031.pdf>

Cultural Safety Framework: National Aboriginal and Torres Strait Islander Health Workers Association

The Cultural Safety Framework was produced by the (then) National Aboriginal and Torres Strait Islander Health Workers Association to increase capability within the Australian healthcare system to deliver culturally safe and responsive health and wellbeing services for Aboriginal and Torres Strait Islander peoples.¹⁶ Cultural safety is based on the experience of the recipient of care (see glossary).



Principles Underpinning this Framework

The Framework is underpinned by the following principles, to ensure that both policy design and implementation supports all stakeholders to succeed in delivering the program.

Principles	Implementation
Student centred	The framework places trainees at the centre of the program, with all funding geared towards empowering and supporting students to succeed.
Culturally safe training and work placements	The centrality of culture to health and wellbeing is a principle that Aboriginal and Torres Strait Islander peoples have lived for thousands of years. Cultural safety is a critical component of patient safety, and cultural safety must be defined by Aboriginal and Torres Strait Islander people. The National Agreement on Closing the Gap provides a definition of 'cultural safety' which highlights that this is not only locally contextualised, but also specific to each individual. ¹⁷
Supports excellence	<p>Work ready students – clinical placements provide opportunities for students to practice their skills and knowledge, so they enter the workplace with confidence following graduation.</p> <p>Quality – training supports graduates to maintain the high level of quality, culturally safe care delivered across the ACCHO sector. The training provided exceeds ASQA regulatory requirements designed to encourage student engagement and completions and meet the needs of industry.</p> <p>Responsive to industry need – training provides students with the skills and knowledge needed by ACCHOs to work as part of a multidisciplinary team and deliver high quality care for community members.</p> <p>Career progression – training supports students to meet or progress towards their career aspirations and encourages worker retention in ACCHOs.</p>
Flexible	<p>Flexible training delivery – training delivery supports student needs, including training on-Country where possible, as well as schedules that enable students to balance training with family, cultural and social responsibilities.</p> <p>Flexible pathways – student skills and experience are recognised through RPL and pathways allow students to enter a clinical role, articulate to further VET or university study to specialise or achieve higher qualifications. Pathways support students wanting to enter the workforce for the first time, change careers or further advance within their industry.</p>

¹⁶ National Aboriginal and Torres Strait Islander Health Worker Association. Cultural Safety Framework: National Aboriginal and Torres Strait Islander Health Workers Association. [Online] 2013. https://www.naatsihwp.org.au/sites/default/files/natsihwa-cultural_safety-framework_summary.pdf

¹⁷ National Agreement on Closing the Gap – July 2020, 12. [Definitions | Closing the Gap](#)

3 Workforce pathways and traineeship model

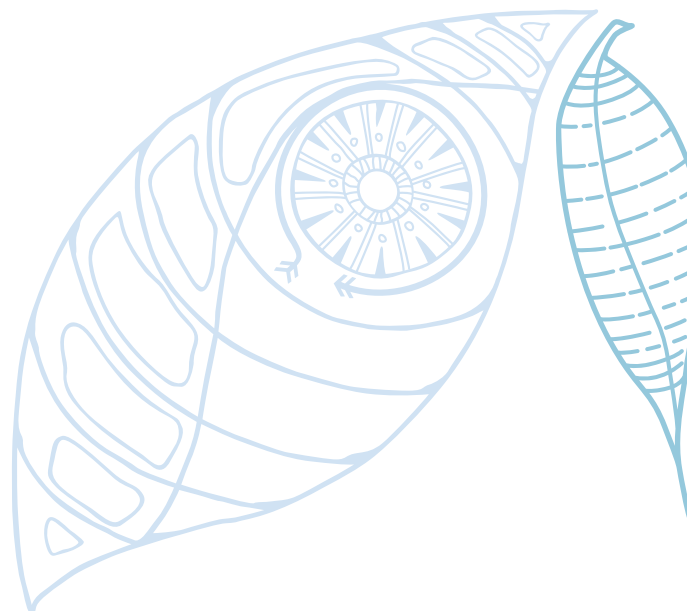
Workforce development pathways refer to the various routes people can take to acquire the skills, knowledge, and experience necessary to enter and advance in the workforce. These pathways are designed to prepare people for specific roles, careers or industries.

Pathways may be structured or a series of less structured jobs and education experiences that help people acquire the skills, knowledge, and experience necessary to enter or progress within the workforce. These pathways aim to align a person’s interests and aspirations with relevant career opportunities while addressing the needs of employers, and in the case of some occupations, regulators.

Development pathways include a number of components as shown in the table below.

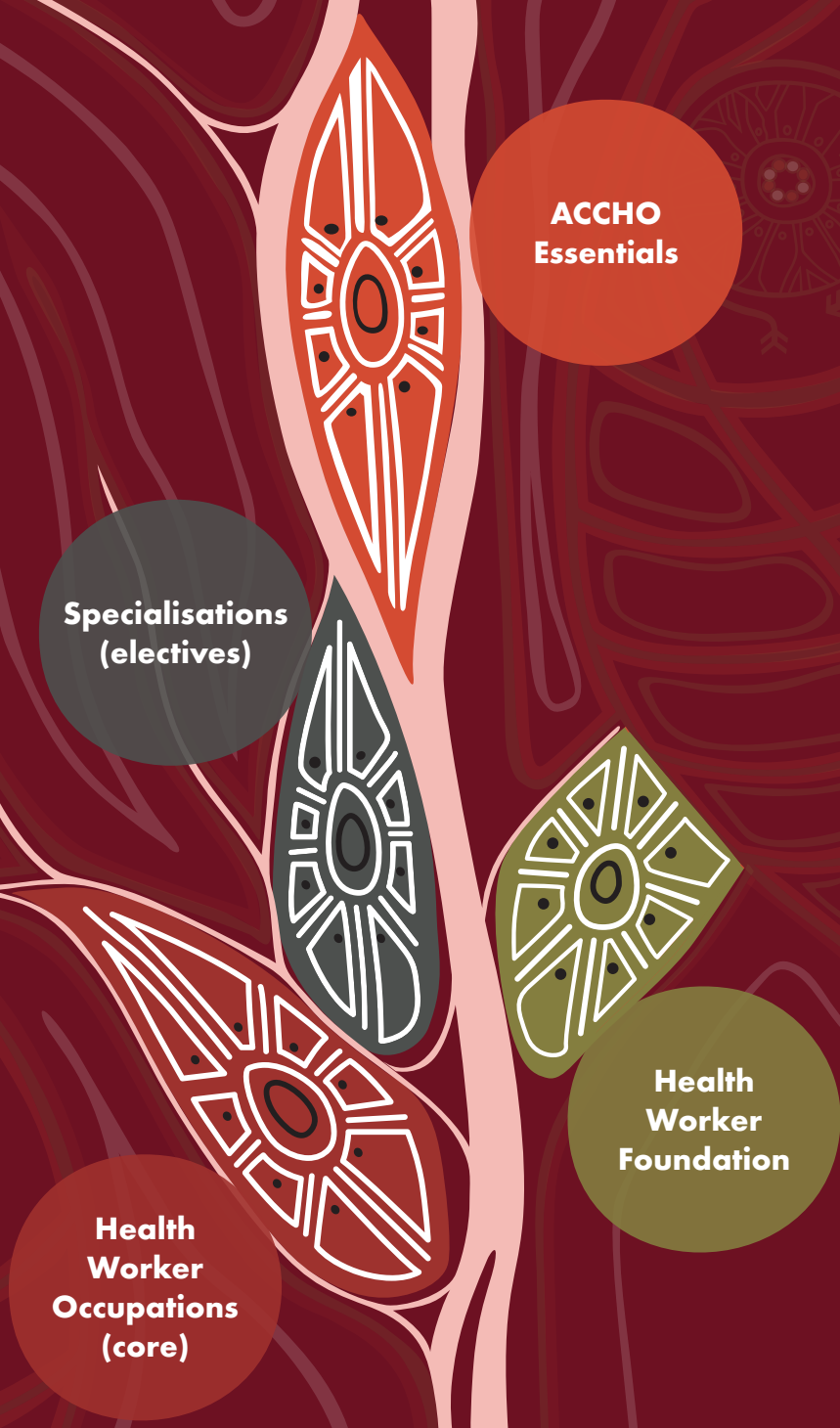
Component	Description
Skills Assessment	To gain an understanding of a person’s existing skills, knowledge, experience, aptitudes, and interests. Evaluation and identification of existing strengths and areas for improvement can help guide a person toward possible career options. The Framework supports this through the inclusion of Recognition of Prior Learning (RPL) as a fundamental component.
Education and Training	Workforce development pathways often involve education and training programs. These can include formal education such as degrees, vocational training, apprenticeships and traineeships, or on-the-job training. These experiences are designed to provide people with the specific knowledge and technical skills needed for their chosen career path. This Framework embeds the requirements of the relevant vocational education and training for Aboriginal and Torres Strait Islander Health Workers and Health Practitioners.
Career Exploration	The concept of development pathways emphasises the importance of career exploration to allow people to understand different job roles, and potential growth opportunities. This exploration may involve job shadowing, conversations with colleagues, work placement or internships, enabling people to make informed decisions about their interest and suitability for future career paths. This Framework provides information for ACCHOs, ACCHRTOs and trainees to ensure high quality work placements to promote informed career decisions and develop work-ready graduates.
Industry-Recognised Credentials	Many pathways offer the opportunity to earn industry-recognised credentials or certifications. These credentials validate a person’s skills and competence in a particular field, enhancing their employability and demonstrating their commitment to professional development. This framework is based on the requirements for the Certificate III and Certificate IV qualifications for Aboriginal and Torres Strait Islander Health Workers and Practitioners, however it clearly articulates the connections between these qualifications and many other roles in the ACCHO workforce.

Workforce development pathways identify and highlight the systematic and holistic approaches available for a person to acquire the necessary skills, education, experience, and support to achieve their career goals. This approach emphasises the importance of personal and professional growth, adaptability, and lifelong learning.



Component	Description
Support and Guidance	Support or guidance from experienced professionals play a vital role in workforce development pathways. A Trainee Support Officer provides advice, assistance and networking opportunities, helping people navigate their career paths, make informed decisions, and develop essential workplace skills. This Framework includes dedicated roles in ACCHOs and ACCHRTOs to provide wrap around support to the trainee.
Work-Based Learning	The best development pathways include work-based learning experiences, such as internships, traineeships, or apprenticeships. These opportunities allow a person to apply their knowledge in real-world settings, gain practical experience, and establish valuable connections within the industry. This Framework embeds work-based learning as a key concept through the design of the Traineeship model.
Career Advancement	Workforce development pathways address not only entry-level positions but also opportunities for career advancement. They provide people with a clear roadmap for progressing within their chosen field, outlining the skills, experience, and additional training required to move up the career ladder. This Framework clearly outlines the many flexible pathways that exist to progress or diversify across the Aboriginal and Torres Strait Islander health and human services workforce.
Lifelong Learning	The concept of workforce development pathways emphasises the importance of continuous learning and adaptability. In today's rapidly changing job market, people are encouraged to embrace lifelong learning, acquire new skills, and stay updated with emerging trends and technologies. This Framework encourages ACCHOs and ACCHRTOs to consider the development needs of the trainees, and of the existing workforce. Refresher training, skills-gap training and continuous professional development can all be delivered by ACCHRTOs using the training and assessment resources developed to support trainees.

Figure 4 First Nations Health Workforce Pathways Model



Aboriginal and Torres Strait Islander Health Workforce Pathways Model

The ACCHO workforce is made up of many roles and delivers services across a wide range of technical areas. While the specific focus of this Traineeship Framework are those roles that align with the Certificate III and Certificate IV qualifications for Aboriginal and Torres Strait Islander Health Workers and Health Practitioners, the pathways model below illustrates how those roles fit within the broader Aboriginal and Torres Strait Islander health workforce skills ecosystem.

Figure 4 (left) introduces the concept of clusters of skills or skill sets that identify the pathway that a person can take from entry level through to a specialised role(s). The model demonstrates that many different roles in the ACCHO sector draw on the same foundation of skills and knowledge across many areas of certified training and work roles. The benefit of this approach for trainees is that it creates many opportunities to progress in their career. The benefits for ACCHOs and ACCHRTOs is that the same courses or learning opportunities can support:

- ▶ New workers – including those with some or no prior relevant experience.
- ▶ Existing workers – especially those seeking a refresher course, technical update or further specialist training.

- ▶ Workers who have left the ACCHO sector, who may not be considered current, or be eligible for registration.
- ▶ The introduction of new ACCHO programs – orientation, program objectives and requirements, new technologies.

This model demonstrates that some pathways will be more structured than others, however the ongoing role of the ACCHRTO supporting the workforce development needs of ACCHOs is continuous, and not restricted only to traineeships for new workers. The model is designed to accommodate the varied ACCHRTO training delivery approaches that already exist and encourages the development of new and innovative approaches. There is an opportunity to embed ongoing professional development as a key component of the ACCHO model of workforce development. This will support the growth and sustainability of the ACCHRTO sector.

The layers shown in the diagram are not designed to be hierarchical, in fact it is possible for a person to enter the ecosystem at many points depending on their individual circumstances.

Figure 5 provides an overview of the types of skills present in each layer of the model, and how they relate to accredited training.

Figure 5 First Nations Health Workforce Pathways Overview

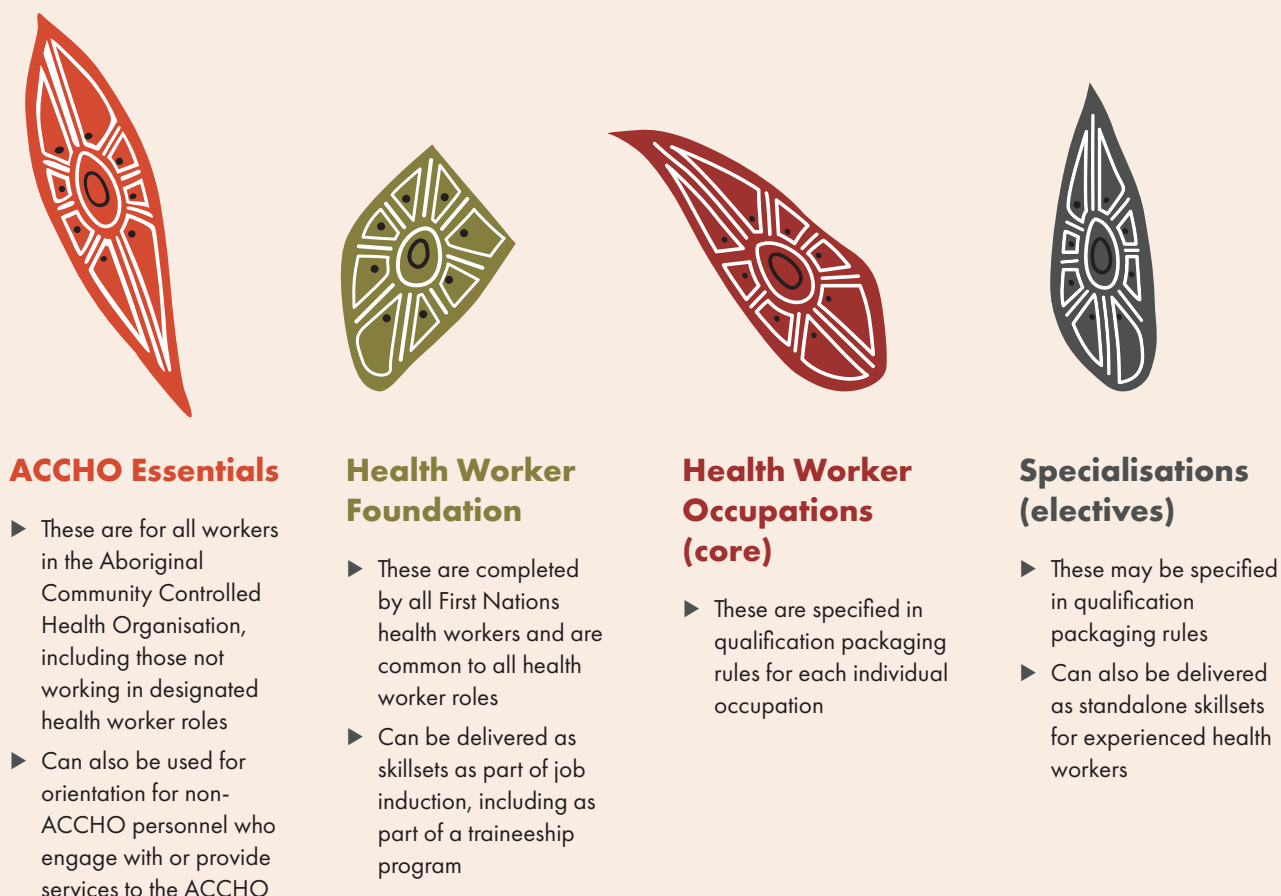


Figure 6 ACCHO Essentials



- ▶ These are for all workers in the Aboriginal Community Controlled Health Organisation, including those not working in designated health worker roles
- ▶ Can also be used for orientation for non-ACCHO personnel who engage with or provide services to the ACCHO

Cultural safety in healthcare

Community controlled comprehensive primary care

ACCHO Orientation

Building a larger and more sustainable ACCHO workforce is supported by introducing the concept of modular components of learning and skills development, providing efficiency through all stages of recruitment and workforce development. If employees can easily identify the career pathways and opportunities their training equips them for, it is anticipated this will also improve workforce retention.

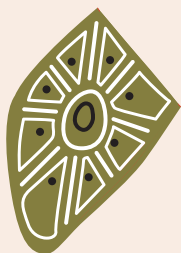
This modular approach, shared across many ACCHO roles also delivers efficiency and sustainability for the ACCHRTOs as trainees or workers at various career stages could participate in the same learning sessions, with customised assessments tailored to their role and expertise. The approach also clearly identifies the many opportunities to use Recognition of Prior Learning (RPL) to enable trainees to progress more efficiently if their existing skills, knowledge and experience are taken into account and formally assessed (see appendices for more information about RPL).

ACCHO Essentials

The concept of **ACCHO Essentials** is outlined in **Figure 6** above. The skills and knowledge involved in this element, are the foundational training delivered to all ACCHO personnel. These skills relate to a wider range of roles connected to the ACCHO, rather than health specific roles – including administration, support personnel, volunteers and other people who operate on a fly-in-fly out or on a more irregular basis.

Many ACCHOs already have processes in place to provide training for new employees – including those in health worker roles. Discussions with the ACCHOs indicate these are developed and delivered on an ad hoc or as required basis. There is an opportunity to formalise the content of these courses as many other industries have done, e.g. construction, mining, transport, and in turn recognise the skills and knowledge of participants. Over time this would establish minimum orientation or induction standards for people working in the community-controlled health sector. It is essential that these courses and standards are contextualised for localised delivery.

Figure 7 Health Worker Foundations



- ▶ These are completed by all First Nations health workers and are common to all health worker roles
- ▶ Can be delivered as skillsets as part of job induction, including as part of a traineeship program

Work in an Aboriginal and/or Torres Strait Islander health support role

Participate in workplace health and safety

Apply basic principles and practices of infection protection and control

Communicate and work in health or community services

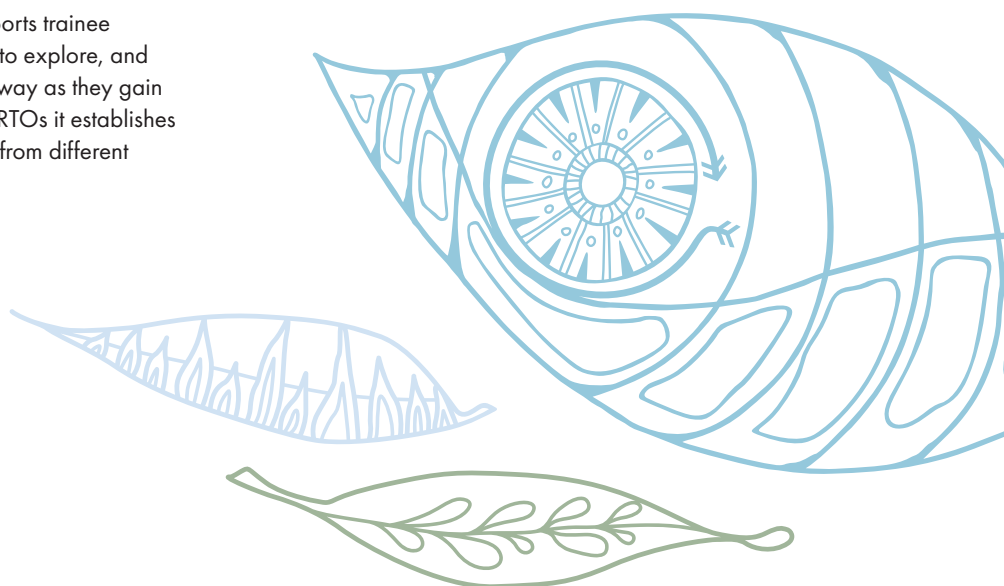
Work legally and ethically

Health Worker Foundations

The skills and knowledge in the Health Worker Foundations section of the model (**Figure 7**) align with the shared foundational requirements of the Certificate III and Certificate IV qualifications for Aboriginal and Torres Strait Islander Health Workers and Health Practitioners. *The topics given in Figure 7 are examples only and an approach for the current (superseded) qualifications, as well as those approved in late 2022 will be developed.* Detailed mapping to support this concept is provided in the appendices.

Clustering the units or topics in this way supports trainee confidence that there are multiple pathways to explore, and offers the opportunity to pivot to a new pathway as they gain experience working in the sector. For ACCHRTOs it establishes a structure that allows them to enrol trainees from different

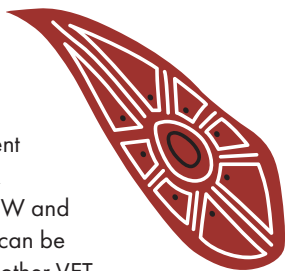
qualifications into a single cohort, as well as providing the opportunity to deliver and assess three to four similar or related units of competency together in groups or a cluster. This also provides a foundation for RPL, and in many circumstances eliminates the need for repetitive unit-by-unit assessment, allowing for the units within a cluster to be more holistically assessed in a workplace (or simulated) environment.



Health Worker Occupations

Different occupations have different skill requirements. This Framework takes the qualifications for the AHW and AHP occupations as its base, but can be expanded in the future to include other VET qualified occupations, such as enrolled nursing, midwifery, dental hygienist etc.

Skill requirements and standards for a wide range of health occupations, including AHPs, are regulated by the Australian Health Practitioner Regulation Agency (AHPRA).



Specialisations

The final section of the model deals with specialisations. These areas of specialty are not exhaustive, and other specialisations are expected to evolve over time. This list was developed through consultation with ACCHOs during the development of the Framework. ACCHRTOs will work with trainees and their employing ACCHO to select the specialisations that best align with the workplace priorities while also meeting the qualification training packaging rules.

Delivery of training and assessment in these specialist areas is not restricted to early career trainees. They provide an untapped source of continuous professional development for existing health workers and practitioners, as well as embedding the pathway for people to change the focus of their career for example, from prevention programs to clinical care, or from one specialty like maternal and child health to a managerial or leadership role.

The specialisation clusters can also be used to provide RPL for candidates who were qualified under earlier regulatory requirements to achieve currency.

The following table provides a high-level overview of the program model. Stakeholder roles and responsibilities are articulated in more detail in the appendices.



Specialist training provides an untapped source of continuous professional development for existing health workers and practitioners, as well as embedding the pathway for people to change the focus of their career for example, from prevention programs to clinical care, or from one specialty like maternal and child health to a managerial or leadership role.



Traineeship model

The training for AHWs and AHPs typically involves a combination of classroom instruction and on-the-job training, including:

Cultural knowledge	Aboriginal Health Workers and Health Practitioners understand the cultural context of their community and how to work within a culturally safe framework. This course asks students to demonstrate their understanding of traditional healing practices, the history of Aboriginal and Torres Strait Islander people in Australia, and the ongoing impacts of colonisation and trauma on health outcomes.
Clinical skills training	Aboriginal Health Workers and Health Practitioners receive training in clinical skills such as taking vital signs, administering medications and vaccinations, and providing basic medical care. Many will go on to receive training in specialised areas such as maternal and child health, care for older people, and chronic disease management.
Community development and advocacy	Aboriginal Health Workers and Health Practitioners are trained to work collaboratively with their communities to identify health needs and develop strategies to address these needs. They may also be trained in advocacy and community development skills to help communities access healthcare services and resources.
Accreditation and certification	Aboriginal Health Workers and Health Practitioners are required to complete a formal accreditation to demonstrate their competency in specific areas of practice and meet all requirements of the qualification. In addition, Aboriginal Health Practitioners need to complete the registration requirements of the Aboriginal and Torres Strait Islander Health Practice Board of Australia.
Supervision and mentoring	Aboriginal Health Workers and Health Practitioners in training receive ongoing supervision and support from experienced healthcare professionals to help them develop their skills and knowledge.

Key traineeship components

The key components of this traineeship model include the following:

Recognition of prior learning	Trainees will be provided with opportunities to gain credit for skills and knowledge they have already acquired through previous education, training or work experience.
Formal training	The traineeship includes formal classroom or online training, which provides trainees with the underpinning knowledge required by Aboriginal Health Workers and Health Practitioners.
Learning and assessment materials	These are the resources that ACCHRTOs use to develop trainee skills and knowledge, including structured learning modules, assessments, and practical tasks.
Workplace-based training	The traineeship involves on-the-job training, where trainees work alongside experienced Aboriginal Health Workers and Health Practitioners to develop practical skills and knowledge.
Competency standards	These are the industry-specific skills and knowledge that trainees must learn in order to work effectively as an Aboriginal Health Worker or Practitioner. The competency standards are nationally recognised and define the minimum requirements for competence in each role.
Mentoring and support	Trainees will receive mentoring or support from a supervisor or designated mentor to help them develop their skills and knowledge and to monitor their progress.
Assessment and certification	Formal assessment is required to ensure that trainees have achieved the required competency standards. Trainees who successfully complete their traineeship will receive a nationally recognised qualification.

4 Roles and responsibilities

Trainee/Student

The First Nations Health Worker Traineeships can be used to:

- ▶ Undertake training to enter a career in the health sector.
- ▶ Develop new, higher level or more specialised skills by completing training in higher level accredited qualifications, skill sets or units of competency.
- ▶ Gain recognition for existing skills or experience through Recognition of Prior Learning (RPL).
- ▶ Gain recognition for previous VET study through Credit Transfers, for credit towards a qualification for units of competency that have already been completed.
- ▶ Improve language, literacy, numeracy or digital literacy skills through foundation skills or other training.

This means current workers can reskill if they have relevant experience in a different industry sector through RPL and/or completing new training. It also enables people to complete accredited training that offers a pathway to undertake study at a higher level, including at university.

Prior to the commencement of the program, trainees will make a training/supervision plan (Trainee Partnership Agreement) with their employer and ACCHRTO agreeing how on-the-job training and classroom training will be managed.

Through the Agreement, trainees will be supported to acquire the skills and knowledge needed to complete their traineeship.

The Agreement will include information about:

- ▶ Scheduled training delivered by the ACCHRTO that students need to attend.
- ▶ Assignments, assessments and other tasks set by their RTO that students need to complete to graduate from the course.

It will also outline each student's obligations, including things like:

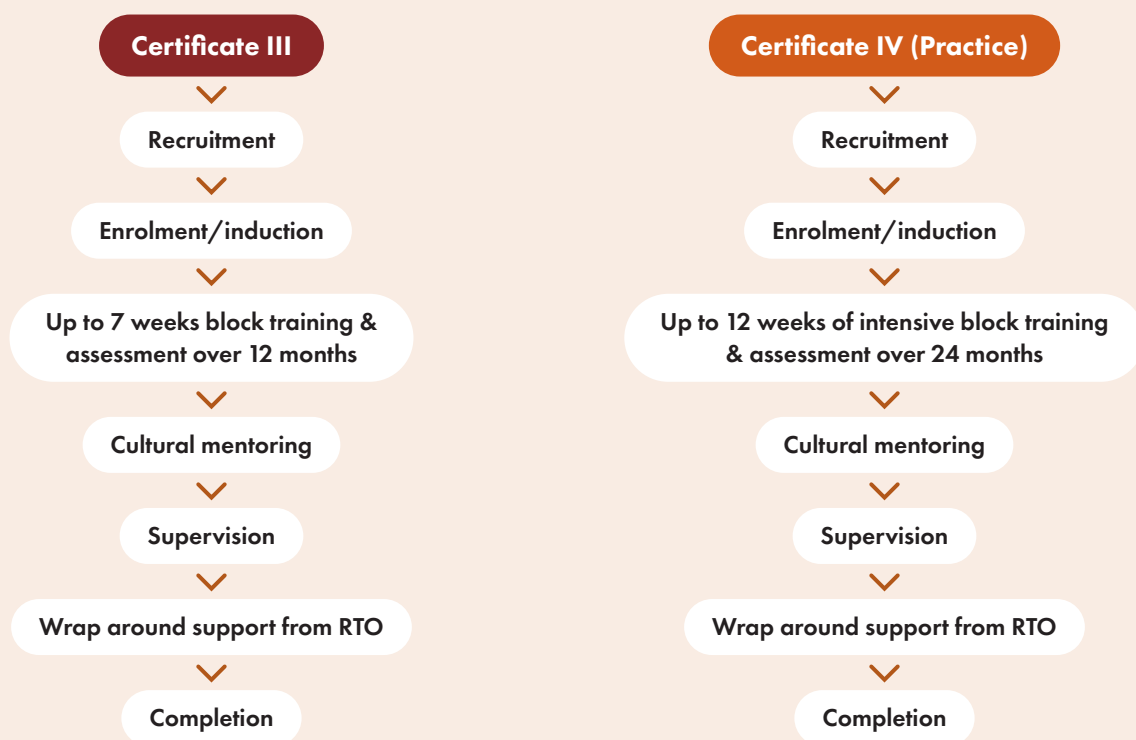
- ▶ Who to advise if there are changes to personal details or circumstances
- ▶ Who to advise if they are unable to attend work, training or a clinical placement.

All students will be able to access support from the Trainee Support Officer in their ACCRTO, their clinical supervisor or mentor if they have any concerns about completing their traineeship. The model is deliberately flexible to ensure each student is able to meet their cultural, family and personal responsibilities.

The training journey is shown below.

More information for trainees is provided in the appendices.

Figure 8 The training journey



ACCHO (employer)

The First Nations Health Worker Traineeships can be used by ACCHOs to:

- ▶ Skill new employees through entry-level training.
- ▶ Help current employees to develop new, higher level or more specialised skills through completing higher level accredited qualifications, skill sets or units of competency to address skill or knowledge gaps.
- ▶ Help experienced employees to gain recognition for their existing skills or experience through Recognition of Prior Learning (RPL).
- ▶ Help employees to gain recognition for previous VET study through Credit Transfers to gain credit towards a qualification for units of competency they have already completed.
- ▶ Support career pathways through completing accredited training that provides a pathway for employees to undertake study at a higher level, including at university.

ACCHOs participating in the program will work closely with the ACCHRTO to:

- ▶ recruit and engage trainees in the program, including co-signing a Trainee Partnership Agreement with the trainee and RTO
- ▶ ensure alignment of clinical placements reflect the sequencing of RTO training blocks
- ▶ identify an appropriate trainee clinical supervisor to support trainees within the ACCHO who will:
 - Work with the RTO to develop the trainee’s individual learning plan
 - Gather evidence of a trainee’s skills during clinical placements to inform the RTO’s assessment of competency against unit requirements.
- ▶ support graduates who have completed the Certificate IV Aboriginal and Torres Strait Islander Primary Health Care (Practice) to register with AHPRA as AHPs.

ACCHOs will provide trainees with:

- ▶ induction, orientation, supervision and structured, paid clinical placements
- ▶ support services to ensure the successful completion of their qualification. This may include:
 - Cultural and clinical supervision
 - Mentoring
 - Attendance at the trainee community of practice.

The ACCHO will also:

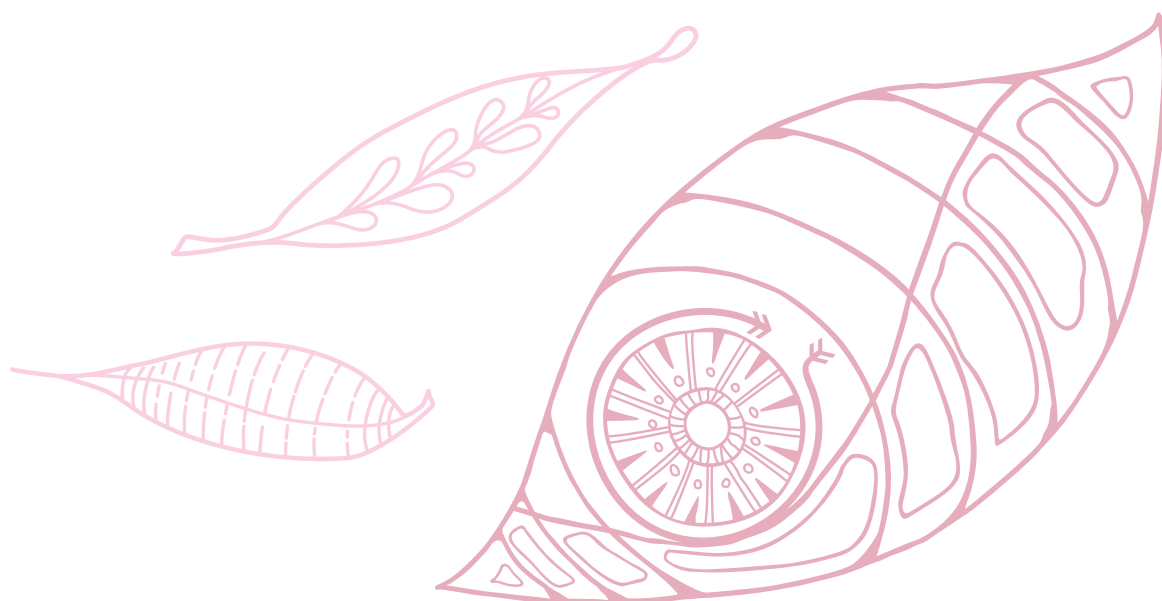
- ▶ Ensure identified supervisor/s are available engage in onboarding supervisor training
- ▶ ensure trainee/s are available to attend their training blocks

Funding is provided to support the hosting of the trainee and may be used to:

- ▶ Pay for clinical supervision for trainees
- ▶ Backfill trainees whilst on block training
- ▶ Provide cultural support within the workplace
- ▶ Support hosting of work placement
- ▶ Partially subsidise the wages of the trainee

It is strongly encouraged that ACCHOs use this program to build their AHW and AHP workforce.

More information about ACCHO roles and responsibilities for RTO selection, supervision and work placement are provided in the appendices.





ACCHRTO

ACCHRTOs will work closely with the ACCHO to:

- ▶ recruit and onboard trainees in the program, including co-signing a Trainee Partnership Agreement with the trainee and ACCHO
- ▶ ensure alignment between sequencing of RTO training blocks and ACCHO clinical placements
- ▶ support graduates who have completed the Certificate IV Aboriginal and Torres Strait Islander Primary Health Care (Practice) to register with AHPRA as AHPs.

ACCHRTOs will provide high quality, culturally safe, flexible and place-based training and mentoring (where possible) for one or more of the following qualifications:

HLT30121 / HLT30113 Certificate III Aboriginal and Torres Strait Islander Primary Health Care

HLT40121 / HLT40113 Certificate IV Aboriginal and Torres Strait Islander Primary Health Care

HTL40221 / HLT40213 Certificate IV Aboriginal and Torres Strait Islander Primary Health Care (Practice)

Trainee Support Officer(s)

The Trainee Support Officer's role in the ACCHRTO is to ensure students feel culturally safe and are supported to complete their training and clinical placements. The nature of the support required will vary between students based on their needs.

The Trainee Support Officer will establish relationships with trainees during program orientation, and will provide the following support services for students:

- ▶ social and emotional wellbeing support,
- ▶ cultural support and mentoring,
- ▶ attendance support,
- ▶ working with training staff to develop Individual Learning Support Plans,
- ▶ organise and co-ordinate student travel, accommodation and allowances,
- ▶ undertake community and student employer site visits (where applicable)
- ▶ ongoing stakeholder engagement with employer, students and broader community

The Trainee Support Officer also provides support to the Jurisdictional Traineeship Coordinator in the Affiliate by assisting with:

- ▶ promotion of the First Nations Health Worker Traineeship Program
- ▶ recruitment and enrolment of trainees in partnership with the ACCHO and the ACCHRTO
- ▶ completion of NACCHO Learning Management System (LMS) reporting

ACCHRTOs will be able to access support from Jurisdictional Traineeship Coordinators in each Affiliate, who will investigate different sources of funding and support that may be available in their jurisdiction. It is acknowledged that the availability of these opportunities and eligibility criteria change frequently.

Roles and responsibilities for ACCHRTOs in work placements

RTOs are responsible for assessing trainees' readiness for work placement opportunities and ensuring they are prepared for clinical placement.

This includes ensuring prospective students understand work placement requirements before they enrol. As part of the enrolment process, RTOs will inform prospective trainees of specific requirements they need to meet to successfully complete the program, such as pre-employment checks in order to undertake work placements.

Together with the ACCHOs, RTOs will match their students to suitable clinical placements. It is also the RTO's role to meet the formal assessment requirements for units requiring work placements and to ensure that workplace supervisors are clear about their role in assessment. RTOs will work with ACCHO supervisors to assess each student's competency against the skill requirements of a unit.

RTOs are highly regulated. For more detailed information and advice, go to:

ASQA	<u>Australian Skills Quality Authority</u>
VRQA	<u>Victorian Registration and Qualifications Authority</u>
TAC – Western Australia	<u>Training Accreditation Council</u>

See appendices for more details about RTO responsibilities for ACCHO engagement, wrap around support, recognition of prior learning and work placement.

Affiliates

Peak bodies in each State and Territory are funded to employ a Jurisdictional Traineeship Coordinator (JTC) for their relevant jurisdictional or region.

Jurisdictional Traineeship Coordinators

The JTC will work with ACCHOs and ACCHRTOs across the jurisdiction to promote the First Nations Health Worker Traineeship Program. They will also facilitate ACCHO and ACCHRTO access to jurisdictional funding and support services. In addition, JTCs will:

- ▶ Establish and maintain relationships at a jurisdictional level with relevant sector stakeholders including, jurisdiction government departments, skills commissions, ASQA and AHPRA, and relevant mainstream services as appropriate.
- ▶ Have a clear understanding of jurisdictional traineeship requirements and VET funding opportunities available to RTOs and ACCHOs (employers).
- ▶ Provide advice to ACCHOs & RTOs on other funding opportunities available to them and trainees including application requirements.

- ▶ Support employers to attract and select potential trainees.
- ▶ Identify and communicate additional resources and training at a jurisdictional level that would be beneficial to the program workforce.

While JTCs may check on the progress of trainees, they are not employed to provide intensive wrap around support to each trainee. This is the role of the Trainee Support Officer in each ACCHRTO (see above).

See appendices for more details about Affiliate responsibilities.

NACCHO

Over the life of the program, NACCHO will continue to consult and engage with Affiliates, ACCHOs and ACCHRTOs to ensure the program remains fit for purpose.

NACCHO will:

- ▶ Implement the traineeship framework in a staged approach as the capacity of training providers grows.
- ▶ Support development and delivery of culturally appropriate training and RPL resources for the Aboriginal and Torres Strait Islander Health Worker and Health Practitioner qualifications.
- ▶ Establish and coordinate a national trainee community of practice to enable peer support and learning.
- ▶ Provide collateral for ongoing communications, marketing and promotion of traineeships through ACCHOs and Affiliates.
- ▶ Provide Secretariat support for the RTO Capacity Building Expert Advisory Group and Community of Practice.
- ▶ Provide Secretariat support and participate in governance meetings.
- ▶ Ensure the program both supports and leverages the work of other initiatives, including the ACCHRTO Capability Building project.
- ▶ Establish and deliver an Evaluation and Monitoring framework, including trainee surveys to measure quality and accessibility of the program.
- ▶ Manage funding to Affiliates, ACCHOs and ACCHRTOs.
- ▶ Coordinate reporting and monitoring of progress to the funding body and NACCHO Executive.

Other Parties

External RTOs

As noted in the introduction above, there are just 11 Aboriginal Community Controlled Registered Training Organisations (ACCHRTOs) across the country.

This means, in the early stages of the program, some ACCHOs will need to engage non-community-controlled RTOs as their training provider. This framework provides information and tools for ACCHOs to ensure they can make informed decisions when selecting the best RTO to meet their needs.

See appendices for more details about the use of external training providers.

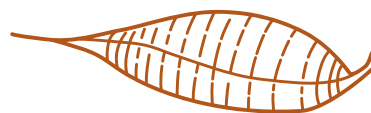
5 Implementation

The program will roll out over five years from 2022 with the final students completing in 2027.

Cohort commencement							
Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8
Transition Cohort	October 2023	February 2024	July 2024	February 2025	July 2025*	February 2026	July 2026^

* Last cohort for Cert IV student enrolment to ensure completion by 30 June 2027.

^ Final cohort for Cert III student enrolment to ensure completion by 30 June 2027.



6 Glossary

Term	Definition
ABS	Australian Bureau of Statistics (Commonwealth)
ACCHO	Aboriginal Community Controlled Health Organisation
ACCHRTO	Aboriginal Community Controlled Health Registered Training Organisation
AHW	Aboriginal and/or Torres Strait Islander Health Worker
AHP	Aboriginal and/or Torres Strait Islander Health Practitioner
AHPRA	Australian Health Practitioner Regulation Agency
ASQA	Australian Skills Quality Authority (Commonwealth)
AOD	Alcohol and Other Drugs
CTG	Closing the Gap
Census	NACCHO National Workforce and Training Census
CSOF	NACCHO Core Services and Outcomes Framework
DoHAC	Department of Health and Aged Care (Commonwealth)
Framework	Aboriginal and Torres Strait Islander Health and Care Framework
FTE	Full Time Equivalent
FNHWTP	First Nations Health Worker Traineeship Program
HSSO	Human Service Skills Organisation

Term	Definition
HLT30121 / HLT30113	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT40121 / HLT40113	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT40221 / HLT40213	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)
Individual Support	Aged Care and Disability qualification
JTC	Jurisdictional Traineeship Coordinator
LMS	Learning Management System/NACCHO Online Learning System
NACCHO	National Aboriginal Community Controlled Health Organisation
NAIHO	National Aboriginal Health Organisation
NIAA	National Indigenous Australians Agency
NGO	Non-Government Organisation
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SEWB	Social and Emotional Wellbeing
TAC	Training Accreditation Council (WA)
TPA	Traineeship Partnership Agreement
TSO	Trainee Support Officer
VET	Vocational and Educational Training
VRQA	Victorian Registration and Qualifications Authority



7 Appendices

The Framework is designed to grow and new resources will be added over time.

The appendices provide more detailed information and resources about the roles and responsibilities of each participant in this program, from the student, their ACCHO and training provider, to the role of Affiliates in facilitating the program.

A	Trainees	1 Trainees Fact Sheet
		2 Steps to becoming a Trainee
B	ACCHOs	1 ACCHO Fact Sheet
		2 ACCHO Steps to onboarding a Trainee
		3 Establishing the relationship with the ACCHRTO/External RTO
		4 Work Placements
C	Affiliates/Jurisdictional Traineeship Coordinators	1 Jurisdictional Traineeship Coordinators Fact Sheet
		2 Useful Links
		3 Financial Support – Government Funding and Subsidies
D	ACCHRTOs	1 ACCHRTO Fact Sheet
		2 Language, Literacy, Numeracy and Digital Skills
		3 Work Placements
		4 Recognition of Prior Learning
E	Templates	1 Traineeship Partnership Agreement
		2 Supervisors – approach to work placements

Trainees Fact Sheet

Program Overview

Health Workers and Health Practitioners are the very heart of your community's ACCHOs. Becoming a health worker or practitioner is a very rewarding career. You will play a central role in an ACCHO's primary health care team, in clinical practice, and illness prevention and health promotion. Importantly, these roles ensure continuity of care for our communities, which is a critical part of comprehensive primary healthcare.

The First Nations Health Worker Traineeship Program is helping 500 people to become an Aboriginal and/or Torres Strait Islander Health Worker or Health Practitioner to support their community to get well and stay well.

This program, led by NACCHO, recognises that everyone has different skills and experiences they may bring to the program. If you have studied before, or have relevant health work experience, you may be able to fast-track your training through 'Recognition of Prior Learning'.

You will be supported by your ACCHO during your traineeship, as well as your Aboriginal Community Controlled Registered Training Organisation (ACCHRTO) and your Affiliate's Jurisdictional Traineeship Coordinator (JTC). They are funded to help you complete your training and work placement. This can include covering the costs of travel and accommodation for training, childcare, tutoring and mentoring, cultural and clinical support or other types of help to make your traineeship easier.

You can choose to study one of the following three qualifications:

- ▶ Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care (12-month duration)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (24-month duration)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) (24-month duration)

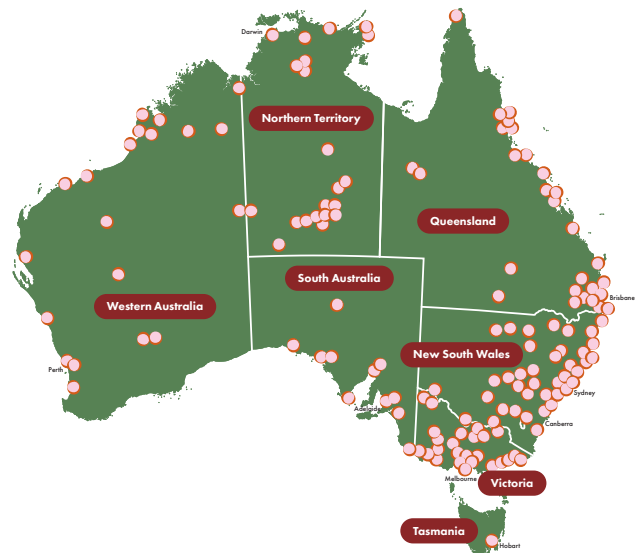
When you finish your traineeship, you will be a qualified Aboriginal and/or Torres Strait Islander Health Worker/Practitioner and we hope you choose to work in the ACCHO sector.

Why should I become a trainee?

The traineeship can offer you the opportunity to begin a respected career and help your community improve health outcomes.

Successfully completing your traineeship will enable you to work as a Health Worker or Health Practitioner in an ACCHO or other primary health care setting.

Image 1 NACCHO Member Service Location Map



Trainee Program Requirements

As the Trainee, you will be required to:

- ▶ attend training induction and study blocks, complete self-paced learning and structured ACCHO clinical placements to practice your new skills and knowledge;
- ▶ perform your job requirements as agreed with your ACCHO/employer;
- ▶ sign an agreement with your ACCHO/employer and RTO about your training (Trainee Partnership Agreement); and
- ▶ work with the RTO and ACCHO/employer to develop an individual learning plan.

Registered Traineeships

You will need to talk to your ACCHO and RTO about whether your traineeship should be formally registered with the Government. This may entitle you to extra funding and support, but you may need to undertake extra activities to meet the Government rules (compliance requirements).

You can discuss this with your Affiliate JTC, ACCHO and RTO to understand your options.

Frequently asked questions

I am currently employed by an ACCHO and I'm interested in undertaking one of these qualifications what do I do?

Speak to your Practice Manager and/or HR Manager to discuss your options. Each ACCHO will have different requirements to participate in this program so make sure that you meet those requirements

Can I join up if I'm not currently employed at an ACCHO?

Yes – you can speak to your local ACCHO, RTO or Affiliate JTC who can help you sign up.

What is a work placement?

Work placement is more than work experience. It involves structured learning in an ACCHO workplace, which links to students' coursework. Work placements help link theory with practice and are a mandatory part of becoming a Health Worker or Health Practitioner.

What support will I get to become a health worker or health practitioner?

The program funds your ACCHO who will ensure your clinical placement requirements are met, and the RTO, to support you to successfully complete your qualification and start your career. During the program, you will be able to access tutoring and mentoring, help with English literacy, travel and accommodation, as well as other supports. You will not receive money directly from NACCHO.

Do I have to travel to study?

It depends where you live. We are partnering with our community-controlled RTOs (ACCHRTOs), who deliver culturally safe and specialised training as close as possible to where you live. We are also working with our member services to ensure you are supported if you do need to travel.

What if I already have some skills, knowledge or experience being a health worker?

You should speak to your RTO to see if you're eligible for Recognition of Prior Learning, which may fast-track your qualification.

What if something happens and I need to stop studying for a while?

You will be able to pause your traineeship for up to 12 months but should speak to your ACCHO/employer and RTO about this.

What is a Jurisdictional Traineeship Coordinator?

Affiliates under this program have been funded to employ a Jurisdictional Traineeship Coordinator (JTC). The JTC will support you, ACCHOs and ACCHRTOs in your jurisdiction to help you find out if you're eligible for extra support through your state or territory. Their contact details will be advertised when they are available.

When can I enrol?

This will be specific to the RTO however the majority of RTOs normally offer 2 enrolment periods per calendar year. Contact your JTC who can help you.

Where can I get more information?

Please contact the Workforce and Training team via traineeship@naccho.org.au.

Steps to becoming a Trainee

The following diagram steps you through the process of becoming a trainee. Everyone's journey and pathways are different, so this may change depending on your previous skills, experience and knowledge.

Steps to becoming a trainee

Consideration

- Do I want to become a First Nations Health Worker/Practitioner?

- What does the job involve, what will I be learning and doing while I'm working and learning?

- Am I able to commit to the traineeship, especially where I may need to leave community for periods of time.

- Am I looking for a career change, can my previous skills and experience count towards my traineeship?

Recruitment

- Talk to the ACCHO in your community to see whether they're taking on trainees.

- Speak to other health workers to get more information about what the job and the organisation is like to work for.

- Prepare and submit your resume/application and prepare for any interviews or meetings you may have with your potential employer by doing research about the organisation.

Agreement

- Once it has been confirmed that you were successful in your application, you will need to sign an employment and/or traineeship agreement.

- Work with your chosen ACCHRTO to start a training plan and schedule to ensure that you're aware of what you need to do for classroom-based and on the job training.

Support

- You will need to work with your employer & ACCHRTO and Traineeship Coordinator to discuss the support you need for both on-the-job and in classroom training.

- Work with the Jurisdictional Traineeship Coordinator to ensure that you're meeting all of your contractual agreements for the traineeship.

- There will be the opportunity to meet other trainees so you can help each other through the program.

ACCHO Fact Sheet

Program Overview

NACCHO is working with ACCHOs, ACCHRTOs and Affiliates to deliver the First Nations Health Worker Traineeship Program.

This program will grow the number of Aboriginal and Torres Strait Islander Health Workers and Health Practitioners through 500 available trainee placements until December 2027.

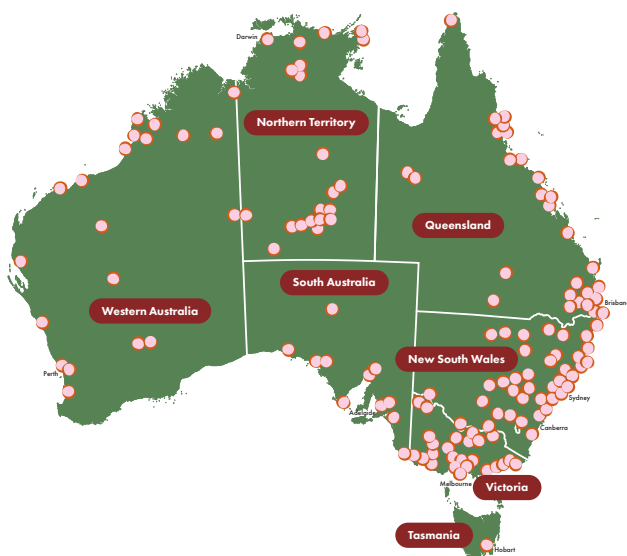
As you know, Health Workers and Health Practitioners are the very heart of the ACCHO workforce. They are central to clinical practice, illness prevention and health promotion and provide critical continuity of care for clients.

This program is about creating opportunities for your existing workforce and building pathways for local community members to become health workers.

This program provides ACCHOs support funding for trainees undertaking the following qualifications:

- ▶ Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care (12-month completion)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (24-month completion)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) (24-month completion)

Image 1 NACCHO Member Service Location Map



ACCHO Program Requirements

As the ACCHO, your requirements under the program are to:

- ▶ recruit trainees in collaboration with your chosen RTO;
- ▶ provide induction, orientation, supervision and structured clinical placements for trainees;
- ▶ release the trainee clinical supervisor to engage in onboarding training if being delivered by an ACCHRTO;
- ▶ sign a Trainee Partnership Agreement with the trainee and the RTO;
- ▶ work with the RTO to develop an individual learning plan;
- ▶ ensure trainees are supported to complete training and structured clinical placements.

It is strongly encouraged that ACCHOs use this program to build their AHW and AHP workforce.

ACCHO Funding Allocation

Qualification	per student	
	12 month delivery	24 month delivery
Certificate III – Aboriginal and/or Torres Strait Islander Primary Health Care	\$25,000	N/A
Certificate IV – Aboriginal and/or Torres Strait Islander Primary Health Care	N/A	\$50,000
Certificate IV – Aboriginal and/or Torres Strait Islander Primary Health Care Practice	N/A	\$50,000

How can ACCHOs use the funding?

The funding can be used flexibly to assist you to host the trainee during their training. This may include:

- ▶ backfilling trainees whilst on block training
- ▶ mentoring and support within the workplace
- ▶ ensuring placement supervision requirements are undertaken
- ▶ partially subsidising the wages of the trainee

Jurisdictional Traineeship Coordinator

Affiliates are funded to employ a Jurisdictional Traineeship Coordinator (JTC). The JTC will support trainees, your ACCHO and RTOs in your jurisdiction to facilitate the commencement, progress and completion of the program. This role also includes program promotion and facilitating ACCHO and RTO access to additional federal/jurisdictional funding and support services that may be available. This role will also undertake advocacy work with jurisdictional skills and training departments.

Frequently asked questions

How many positions can our ACCHO apply for?

There is no ACCHO or jurisdictional allocation of trainee places. However, we encourage you to consider your organisational capacity to supervise trainees and employ graduate AHPs and AHWs following completion of the program.

What funding do the ACCHRTOs receive per trainee?

Qualification	per student	
	12 month delivery	24 month delivery
Certificate III – Aboriginal and/or Torres Strait Islander Primary Health Care	\$40,000	N/A
Certificate IV – Aboriginal and/or Torres Strait Islander Primary Health Care	N/A	\$64,000
Certificate IV – Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)	\$52,000	\$64,000

Note This funding is only provided to ACCHRTOs and won't be provided to mainstream providers.

What can we expect from the ACCHRTO?

The funding will cover wrap around services to the trainees and ACCHO including: mentoring, tutoring, subsidising away from base funding for the trainee, and working in partnership with ACCHOs and their supervisors to ensure work ready graduates.

If this program doesn't offer a full wage subsidy, how can I afford to bring on a trainee?

Consider if you have existing employees who are interested in upskilling into clinical roles, or vacant positions that you can fill with AHWs and AHPs. For example, if you have a vacant GP or nurse position, you may wish to restructure your workforce model to engage more AHW and AHP trainees as future workers.

Can we participate if our ACCHO currently supports a student studying one of these qualifications?

Yes! Please let us know if you have students currently studying one of these qualifications who are working in your ACCHO. They can be transitioned into the program immediately.

What if we don't have an ACCHRTO in our state or territory? Can we receive funding to provide the wrap around support that an ACCHRTO would have offered?

You can still participate in the program if there is no ACCHRTO in your state.

We have examples of ACCHOs who are working in partnership with other ACCHOs in their region and are being funded to support a cohort of students through their qualification that are being delivered by a TAFE or mainstream RTO.

Please speak to NACCHO's Workforce and Training team to see if you meet the criteria for this model.

What's the difference between this program and a formal traineeship?

This program uses the principles of a traineeship – it combines accredited training with structured work placements to support trainees to complete their training and be work-ready upon graduating. Trainees don't need to be registered as formal 'traineeships' in your jurisdiction, but you're welcome to do this if it is beneficial. A formalised traineeship may entitle the trainee, your ACCHO and the ACCHRTO to additional funding, but could also come with additional restrictions and reporting requirements. Your JTC will be able to provide you with advice on this to you to decide if it's worth considering.



Where can I get more information?

Please contact the Workforce and Training team via traineeship@naccho.org.au.

ACCHO Steps to onboarding a Trainee

The following table outlines the basic process to recruiting a trainee, noting that every trainee's journey and pathways may be different and that your organisation may need to tailor your approach depending on individual circumstances.

Steps to becoming a trainee

Consideration

- Consider how a trainee can benefit your workforce and organisation.
- Consider the responsibilities and requirements as an organisation.
- Investigate other organisations working to support the trainee (e.g. AASNs, ACCHRTOs, Affiliate)
- Consider what role you require (e.g. Health Worker or Health Practitioner)

Recruitment

- Sources of potential candidates – friends, family, community, upskilling or re-skilling previous/current staff, job boards, ACCHRTOs, Employment Services Providers
- Ensure you're across the obligations your organisation has when hiring, including award wages/salary, traineeship duration, available support and incentives.
- Consider interview/screening of potential trainees. This way you can make an assessment of whether the candidate will be the right fit for your organisation.

Agreement

- Ensure you have completed the contract to sign your organisation and trainee up to the NACCHO First Nations Health Worker Traineeship Program. The Jurisdictional Traineeship Coordinator is available to assist in this process.
- Work with your chosen ACCHRTO to start a training plan and schedule to ensure that the trainee is aware of their requirements for formal training and your obligations to provide work experience as an employer.

Support

- Ensure you have dedicated staff available to supervise, mentor and support the trainee throughout their traineeship. These staff must be appropriately qualified and experienced.
- Work with the traineeship coordinator and RTO to ensure that you're meeting all of your contractual agreements for the traineeship.
- A trainee community of practice will be established, so trainees participating in the program can get support from fellow trainees.

Establishing the relationship with the ACCHRTO/External RTO

When you find a training provider you want to work with, take time to agree on your expectations and training outcomes. A Checklist for establishing the ACCHO relationship with a training provider is provided in Appendix I (p59) and can help you to work through the points below.

There are 11 Aboriginal Community Controlled Health Registered Training Organisations (ACCHRTOs) with varying capacity to deliver the full scope of Certificate III and Certificate IV qualifications for AHWs and AHPs.

Consequently, at the initial stages of this program, sufficient national coverage is not yet available which means that some ACCHOs may need to engage mainstream RTOs. This framework provides information and tools for ACCHOs to ensure they can make informed decisions when selecting the best RTO to meet their needs.

Outcomes and details of training

Talk about what the training will achieve and how it will be delivered. Questions to ask include:

- ▶ What skills and knowledge will participants gain?
- ▶ Can we have a detailed timeline for training delivery and reporting, including what units of competency are being delivered and when?
- ▶ What costs and charges will we have to pay and when?

Roles and responsibilities

Discuss the commitment you'll each make to the training, including your respective roles and responsibilities.

Clarify the commitment of the training provider and trainers, such as:

- ▶ How often will trainers visit trainees in their workplace?
- ▶ What does the training provider/trainer expect of the trainees and how will they communicate this to them?
- ▶ How often will the provider communicate with your trainees? What method will they use?
- ▶ What support does the training provider/trainer give to trainees who are struggling?

Identify your roles and responsibilities as the employer/manager, such as:

- ▶ How much time off will you give trainees for training and study?
- ▶ What kinds of work experiences will you provide to support their training and how will you sequence this to align with the ACCHRTO delivery schedule?

- ▶ How will you supervise and mentor trainees in the workplace?
- ▶ Who will be the workplace supervisor, and do they need training to do this?
- ▶ How will you ensure trainees understand what's expected of them for the training?
- ▶ What support will you give to help trainees if needed?

Communication and conflict resolution

You'll get the best training outcomes if you communicate regularly and effectively with the training provider. You could agree on some communication ground rules. For example:

- ▶ Establish how and how often you'll communicate with the RTO. You might like to set up regular meeting times or agree that the training provider will send regular email updates on trainee progress.
- ▶ Clarify what kinds of issues you'd like to be told about, and how.
- ▶ Set up clear communication channels and appoint a single point of contact for your organisation and the training provider.

Formalising an agreement

- ▶ You will find it helpful to have a formal agreement with the training provider, such as a memorandum of understanding. This gives a document to come back to if things go wrong. It can also be helpful when there's a turnover of staff. Make sure you both sign the agreement and keep a copy on file.
- ▶ You'll find a Training Partnership Agreement template which you could use in Appendix H.

Getting involved

Investing in your relationship with a training provider will give you opportunities to influence the training your current or future employees receive. The more you engage, the more influence you can have over training outcomes.

Good training providers will be keen to hear your feedback on the training and assessment they provide. Your views on the coverage, effectiveness and relevance of training will help them to continually improve the quality of their training and assessment. They can then pass that feedback on to the bodies responsible for developing accredited training products and ensure that they are meeting the needs of industry. You can also help to raise the profile of your industry sector and your organisation by taking up opportunities to speak to groups of students. Some employers have also found this a useful way to attract new staff.

Work Placements

What are work placements?

Work placements are more than work experience. They involve structured learning in the workplace, which links to students' coursework. They help link theory with practice.

Work placements are a mandatory part of many vocational qualifications such as the Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care (Practice) qualification for Health Practitioners. In other qualifications, the assessment requirements for particular units of competency will provide explicit or implicit guidance about the expected amount of work placement a trainee should have. It may specify a number of shifts or hours (explicit) or require certain tasks to be completed in a workplace under specific conditions on a nominated number of occasions (implicit).

How can work placements help?

Work placements give trainees valuable work experience in their chosen field and help them to gain their qualification and employment.

For employers, they offer the opportunity to see students operating in a workplace setting. Many employers take on trainees or work placement students as part of their recruitment strategy and offer them employment on graduation.

What do work placements require of ACCHOs?

To take a trainee on a placement you must supervise them and contribute to their learning. You will liaise with the training provider about what the student needs to do during their time with you and be asked to verify that the student has developed the required skills.

Ideally you, the trainee and the training provider will sign an agreement that sets out the requirements of each party.

Providing trainees with a positive and meaningful work placement experience helps build a pool of skilled and motivated workers. Students can lose interest in a field because of poor placement experiences.

Work placements provided by RTOs and employers with a track record of strong outcomes and high-quality experiences for students share a number of common features:

- 1 Strong collaboration
- 2 Clear roles, responsibilities and expectations
- 3 Effective support for students

ACCHOs need to select appropriate workplace supervisors for trainee placements.

Workplace supervisors provide guidance and support to trainees during their work placement and sign off on the completion of tasks specified in the learning plan, which is verified by the RTO. Every trainee needs to be assigned a workplace supervisor. Some ACCHOs may also assign the trainee a buddy to provide practical daily support for the trainee.

Depending on the size and the type of service delivery, these roles may be undertaken by the same person, or by a combination of a formal supervisor and an informal supervisor or buddy. It is important that trainees have continuity in these arrangements across the duration of their placement. Some larger ACCHOs may establish additional roles to support work placements, such as administrative and liaison roles.

ACCHOs will need to select staff who hold relevant qualifications, are experienced and well-suited to the role, and are positive advocates for the ACCHO and the industry. The RTO should tell you about any requirements for workplace supervisors' qualifications or experience in your initial discussions. You should also discuss your internal support arrangements with the RTO to ensure there is clarity about these roles and responsibilities.

ACCHOs need to consider how to support their workplace supervisors and buddies to undertake their roles.

Consider how you will:

- ▶ ensure the roles, responsibilities and expectations for the roles are clearly documented
- ▶ ensure workplace supervisors and buddies understand the trainee's work placement plan, including the learning objective of the placement and have contact with the RTO trainer/assessor as needed
- ▶ consider the impact of undertaking these roles on other work responsibilities and outputs
- ▶ provide training to support these roles. This may take the form of training provided by the RTO on workplace supervisor roles, their processes to collect evidence, and expectations of supervisor feedback and judgements
- ▶ recognise and reward staff undertaking these roles.



The role of workplace supervisors is to:

- ▶ discuss the work placement learning plan with the trainee and the RTO assessor to ensure there are appropriate learning opportunities available to meet the objective of the placement
- ▶ ensure the trainee is provided with an appropriate orientation and/or induction to the work environment, including key policies and procedures such as Workplace Health and Safety
- ▶ ensure there is a clear understanding of the training the trainee has received and that work tasks do not exceed the trainee's scope of practice
- ▶ sign off on the trainee's attendance and completion of tasks specified in the workplace learning plan and monitor the trainee in the workplace and provide regular feedback to them
- ▶ schedule mutually acceptable time(s) for the RTO assessor to visit the workplace during the placement to observe and assess the trainee in the workplace performing daily tasks
- ▶ participate in scheduled meetings at agreed points or complete forms in a timely manner to provide formal feedback on student performance in the workplace. This feedback will be used by the RTO as part of the trainee's assessment evidence for the course.

Where a workplace buddy has been assigned, their role is to:

- ▶ identify learning opportunities relevant to their training programs
- ▶ provide instruction to trainees before and during tasks and informal feedback after
- ▶ share knowledge while demonstrating tasks
- ▶ act as a point of contact and role model for good practice
- ▶ provide advice and information to trainees and clarify trainee concerns or queries.

Legislative requirements

There are a range of legal requirements, such as insurance, pre-employment checks and vaccinations, that will need to be discussed and documented prior to the work placements to ensure there is clarity about which party is responsible for these matters and to mitigate risk for all parties.

Documenting agreements

Once you have come to an agreement about the roles and responsibilities of each party, these should be documented in a Work Placement Agreement. This should be signed by the RTO, service provider and the trainee before the work placement starts.

ACCHO commitment – work placement

Induction

The ACCHO takes on a level of responsibility for the trainee once they are on-site and needs to exercise its own due diligence in ensuring the trainee is properly prepared to interact safely with clients.

By providing the trainee with a full induction and an orientation to the site and the organisation, the ACCHO gets the opportunity to observe the trainee's confidence in the workplace and help them to settle into the workplace culture and rhythms.

Supervision

During the placement, the ACCHO needs to ensure the trainee is subject to an appropriate level of supervision at all times.

Supervision can be direct or indirect depending on the activities the trainee is performing and the level of risk to clients, staff and/or the ACCHO.

- ▶ Direct supervision is when the supervisor is physically present to observe, guide and direct the trainee undertaking an activity.
- ▶ Indirect supervision is when the supervisor works in the same facility as the trainee but is not constantly physically observing the trainee undertaking the activities. The supervisor should be available for reasonable access which will depend on the activities the trainee is undertaking.

Realistically, a trainee should expect a combination of both forms of supervision during a placement. ACCHOs will need to ensure these arrangements are appropriate and encourage trainees to seek support as required.

Use of a workplace buddy can help ensure day-to-day issues can be resolved quickly and ensure trainees receive the support they need. Trainees may also need support to strike the right balance between showing initiative by enthusiastically taking on additional tasks and not exceeding their developing capabilities.

Feedback

Workplace supervisors will be required to provide a level of managerial oversight for trainees, including providing formal and informal feedback as part of a trainee's learning plan. It is important to give trainees both positive feedback and constructive feedback on areas where they need to improve.

Ensure that the feedback is document as required as well as:

- ▶ aligned with the trainee's learning goals
- ▶ focused on observed behaviours
- ▶ positive and encouraging and based on facts and specific (not generalised).

Allow the trainee to reflect on the feedback and discuss strategies for addressing performance issues, which can then be revisited at a later time.

Roles and responsibilities of RTOs for work placements

RTOs are responsible for assessing trainees' readiness for work placement opportunities and ensuring they are prepared for placement.

While trainees are not expected to be fully capable, they are expected to have received sufficient training to safely undertake the placement and to work safely with vulnerable clients.

Properly preparing trainees for placement helps alleviate any anxiety they may feel about entering a workplace or doing placement in a different role in their usual workplace.

RTOs must inform prospective students about work placement requirements before they enrol.

As part of the enrolment process, RTOs have a responsibility to inform prospective trainees of specific requirements they need to meet to successfully complete the program. For example, students may have to successfully undergo pre-employment checks (such as a police check) in order to undertake a work placement in disability or aged care service and may need to meet proof of vaccination requirements.

Students who enrol when they do not meet these requirements may be unable to complete the required work placement and unable to gain the qualification.

RTOs need to match their students to suitable placements.

Employers will want to know about the trainees being recommended for placement and may wish to be involved in the trainee selection, including interviewing potential candidates. RTOs should discuss selection of trainees with the ACCHO when establishing work placement arrangements.

RTOs need to understand workplace assessment requirements.

It is the RTO's role to understand and comply with the formal assessment requirements for units requiring work placements and to ensure that workplace supervisors are clear about their role in assessment. The Australian Skills Quality Authority (ASQA) provides guidance on assessment of competency using supplementary evidence provided by another party. In the case of work placements, the other party is the workplace supervisor. ASQA explains:

"Assessment of evidence, and judgement about competency, must be undertaken by a person who meets the specific requirements for an assessor in the Standards for Registered Training Organisations (RTOs) 2015."

VET regulators in Victoria (VRQA) and Western Australia (TACWA) provide similar guidance.

In some cases, an assessor cannot directly gather all the required evidence that supports a competency judgement. In these cases, the evidence may be gathered or reported by other people. This type of evidence is categorised as supplementary evidence.

RTOs are responsible for assessing a student's competency. This cannot be outsourced to work placement hosts.

ACCHOs inform the RTO's assessment by collecting supplementary evidence during the work placement. RTO assessors use this supplementary evidence in combination with other information to form a valid judgement about competency against the requirements of the unit. Competency is not a judgement for a workplace supervisor – this is a judgement for the RTO assessor.

The role of the workplace supervisor is to observe and record that the student can complete a set of tasks satisfactorily to industry standard. Workplace supervisors do not have the full range of information available to make valid assessment about student competence.

RTOs need to develop a workplace learning plan for each trainee

The learning plan:

- ▶ documents the learning objective of the placement.
- ▶ specifies the units of competency from the qualification that need to be covered in the work placement.
- ▶ translates the VET competency statements into workplace tasks that are easily understood by workplace supervisor.
- ▶ specifies requirements for access to types of clients, the use of specialist equipment and access to provider and client documentation.
- ▶ is supported by a logbook and other supporting templates that a trainee must complete.
- ▶ sets out clearly the role of the supervisor to sign off trainee logbooks and the framework for evidence collection and supervisor judgements.
- ▶ establishes a mutually acceptable time(s) for the RTO assessor to visit the workplace, to observe and assess the trainee in the workplace performing daily tasks.

The RTO and ACCHO should discuss the workplace learning plan to ensure the trainee learning needs can be met during the placement.

The tips below can help RTOs with developing learning plans.

RTOs need to ensure workplace supervisors understand their role and are supported to record evidence of trainee practice.

The RTO should provide support, and where necessary, training, to workplace supervisors to ensure they understand the requirements of the trainee's learning plan, the RTO's assessment processes and the workplace supervisor's role in the assessment process.

The RTO should also make clear any specific requirements for workplace supervisors in terms of relevant qualifications and/or length of service.

As much as possible the RTO should seek to reduce the administrative burden for workplace supervisors by streamlining and simplifying processes for reporting feedback and supplementary evidence.

RTOs need to ensure that trainees understand the supervisor's role in the placement.

It is important that trainees understand that their competency in the workplace will be independently assessed. The belief that their workplace supervisor will determine their competency may cause anxiety for a range of reasons. Trainees should clearly understand the supervisor's role in the placement.

RTO commitment – Work Placement

The start of the work placement does not signal or imply that the RTO is handing over responsibility for the trainee to the ACCHO. RTOs should be careful not to convey this message unintentionally. The best way to avoid this is by active participation throughout the placement. For example:

- ▶ The RTO trainer/assessor attend the trainee's orientation and induction program
- ▶ The RTO schedules weekly check-ins with the trainee and their workplace supervisor (preferably on-site if possible) to make sure the placement is going as intended and to resolve any issues as they arise.

As the co-ordinator of the placement, the RTO is best placed to mediate any issues that may arise between the trainee and the ACCHO. They can intervene if there are issues with the trainee's performance, problems with the service provider, or if a student's learning needs are not being met.

The RTO also has a responsibility to identify and raise any issues in relation to a trainee's fitness for duty immediately with the ACCHO, for the protection of the ACCHO's clients, staff and the trainee.

It is also essential that RTO trainers/assessors can be easily and readily contacted throughout the placement by both trainees and workplace supervisors.



Jurisdictional Traineeship Coordinators Fact Sheet

Program Overview

Health Workers and Health Practitioners are the very heart of the ACCHO workforce. They are central to clinical practice, illness prevention and health promotion and provide critical continuity of care for clients.

The First Nations Health Worker Traineeship Program is helping 500 people to become an Aboriginal and/or Torres Strait Islander Health Worker or Health Practitioner to support their community to get well and stay well.

This program, led by NACCHO, recognises that everyone has different skills and experiences they may bring to the program. If trainees have studied before, or have relevant health work experience, they may be able to fast-track their training through 'Recognition of Prior Learning'.

Trainees will be supported by their ACCHO during their traineeship, as well as their Aboriginal Community Controlled Registered Training Organisation (ACCHRTO) and the Affiliate's Jurisdictional Traineeship Coordinator (JTC). They are funded to help trainees complete their training and work placement. This can include covering the costs of travel and accommodation for training, childcare, tutoring and mentoring, cultural and clinical support or other types of help to make your traineeship easier.

Trainees can choose to study one of the following three qualifications:

- ▶ Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care (12-month duration)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (24-month duration)
- ▶ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) (24-month duration)

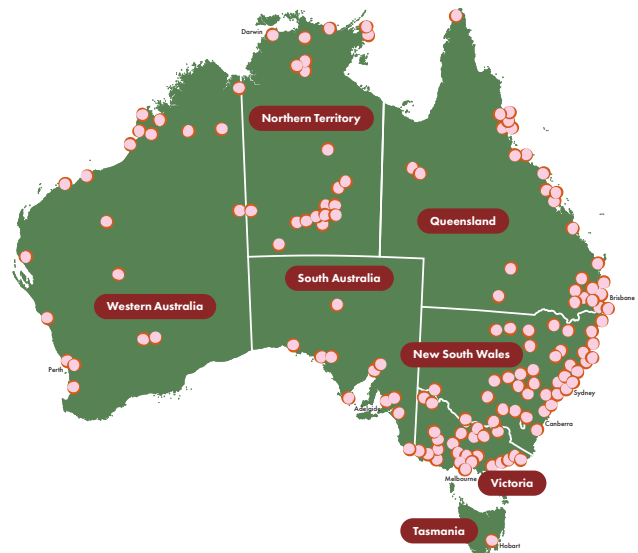
On completion of the traineeship, graduates will be a qualified Aboriginal and/or Torres Strait Islander Health Worker/ Practitioner.

Role of the Jurisdictional Traineeship Coordinator

A new role, Jurisdictional Traineeship Coordinator, has been created to support effective implementation of the program. JTCs are employed by Affiliates and will support trainees, ACCHOs and ACCHRTOs across the jurisdiction. They will assist with promotion of the program across the sector and facilitating ACCHO and ACCHRTO access to additional jurisdictional funding and support services.

The JTC will build and maintain relationships with jurisdictional skills commissions, departments, funding bodies, ASQA and AHPRA as appropriate.

Image 1 NACCHO Member Service Location Map



JTCs may check on the progress of trainees but are not employed to provide intensive wrap around support to each trainee. This is the role of the Trainee Support Officers employed by each ACCHRTO.

The activities of the JTC include, but are not limited to:

- ▶ Have a clear understanding of jurisdictional traineeship requirements and VET funding opportunities available or RTOs and ACCHOs (employers).
- ▶ Develop/expand relationships at a jurisdictional level with relevant sector stakeholders, departments and mainstream services
- ▶ Undertake activities to promote the First Nations Health Worker Traineeship Program.
- ▶ Provide advice to ACCHOs & RTOs on other funding opportunities available to them and trainees, including application requirements.
- ▶ Support employers to attract and select potential trainees.
- ▶ Identify and communicate additional resources and training at a jurisdictional level that would be beneficial to the program workforce.

Where can I get more information?

Please contact the Workforce and Training team via traineeship@naccho.org.au.

Useful Links

These useful links are for Jurisdictional Traineeship Coordinators

General information on Traineeships	Here you will find general information on Traineeships, including details of the incentives applicable and the details of your local AASNs. www.australianapprenticeships.gov.au
The Australian Apprenticeships and Traineeships Information Service	The Australian Apprenticeships and Traineeships Information Service is a hub for trainees and employers, providing helpful information and resources on the traineeships. www.aapathways.com.au
State Based Information Including Specific Traineeship Requirements	<p>NSW www.nsw.gov.au/education-and-training/apprentices-and-trainees</p> <p>QLD desbt.qld.gov.au/training/apprentices</p> <p>VIC www.skills.vic.gov.au/s/apprenticeships-and-traineeships</p> <p>WA www.jobsandskills.wa.gov.au/training/apprenticeships-and-traineeships</p> <p>NT nt.gov.au/employ/apprenticeships-and-traineeships</p> <p>ACT www.act.gov.au/skills/employers/employing-an-apprentice-or-trainee</p> <p>SA skillscommission.sa.gov.au/apprenticeships-and-traineeships/apprentices-and-trainees</p> <p>TAS www.skills.tas.gov.au/apprenticeships_and_traineeships</p>
Wage/Award Information	The Fair Work Ombudsman has developed a pay and conditions tool which helps employers determine the accurate rates of pay for workers, including trainees. www.calculate.fairwork.gov.au
Fair Work Ombudsman	Further general information from the Fair Work Ombudsman on the recruitment and employment of trainees. www.fairwork.gov.au/find-help-for/apprentices-and-trainees
Qualification Details	<p>Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care (HLT30121/HLT30113) www.training.gov.au/Training/Details/HLT30121 www.training.gov.au/Training/Details/HLT30113</p> <p>Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (HLT40121/HLT40113) www.training.gov.au/Training/Details/HLT40121 www.training.gov.au/Training/Details/HLT40113</p> <p>Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HTL40221/HLT40213) www.training.gov.au/Training/Details/HLT40221 www.training.gov.au/Training/Details/HLT40213WIIIFM</p>

These useful links are for Jurisdictional Traineeship Coordinators

Reports and Strategies

Queensland Health	<u>About the ATSI Health Practitioner</u>
NSW Health	<u>Definition of an AHW</u>
NT Health	<u>Defining the roles of AHW & AHPs</u>
NAATSIWHP	<u>What do AHW & AHPs Do?</u>
Aged Care Royal Commission	<u>Defining the roles of AHW & AHPs</u>
AHPRA	<u>Approved Programs of Study</u>
AIHW	<u>Health Performance Framework</u>
Services Australia	<u>AHP MBS Items</u>
NCBI	<u>Exploring the role of Aboriginal Health Workers in primary health care</u>
WA Health	<u>Aboriginal Workforce Strategy</u>
Department of Health (Fed)	<u>National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan</u>
VIC Health	<u>Aboriginal Workforce Strategy</u>
NAATSIHWP	<u>Framework for the scope of practice</u>



Financial Support – Government Funding and Subsidies

State and Territory governments and the Australian Government all offer differing types of financial support for training and workforce development.

Financial support is provided through different channels and eligibility depends on where you are, the type of training undertaken and who's undertaking it. Some funding is only offered for a limited period (such as during the COVID pandemic).

The following are some of the common types of financial support.

Subsidised training

Government subsidies are available for training for high priority jobs or skills. Human services jobs fall increasingly into this category.

Subsidised training is also made available for groups of people, such as job seekers and those who don't have a qualification at Certificate III level or above. Some people may be exempt from student services fees as well as eligible for subsidised training.

Subsidies are mostly provided for accredited training (see section 7 for more information), but some non-accredited training (such as training for literacy, numeracy and digital literacy skills) may also be subsidised.

Traineeship Subsidies 4F*

Employers

Priority Wage Subsidy

The Priority Wage Subsidy is a wage subsidy for employers of Australian Apprentices training towards an occupation listed on the Australian Apprenticeships Priority List. Employers can claim 10% of wages paid to the Australian Apprentice for the first and second 12-month period (up to \$1,500 per quarter) and 5% of the wages paid to the Australian Apprentice for the third 12-month period (up to \$750 per quarter).

Qualifications on the priority list:

HLT40121/ Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care

HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health (Community Care)

HLT44007 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health (Community Care)

Note: employers are not eligible to receive the Priority Wage Subsidy if they are in receipt of any other form of Australian Government equivalent assistance for the same Australian Apprenticeship simultaneously.

Hiring Incentive

The Hiring Incentive supports Australian Apprentices undertaking a Certificate II or above qualification that is not listed on the Australian Apprenticeships Priority List. A payment of \$1,750, for a full-time Australian Apprentice and \$875 for part-time Australian Apprentice is made at 6 and 12 months.

Eligibility requirements include:

- ▶ all primary eligibility requirements
- ▶ the Australian Apprentice must be in-training with their employer at the Effect date
- ▶ The Australian Apprentice must be undertaking Certificate II or above qualification with an occupational outcome that is not listed on Australian Apprenticeships Priority List

Note: employers are not eligible to receive both the Priority Wage Subsidy and the Hiring Incentive for the same Australian Apprenticeship.

Disability Australian Apprentice Wage Support

The Disability Australian Apprentice Wage Support aims to encourage employers to provide Australian Apprenticeships to people with disability who are undertaking a Certificate II or a higher-level qualification.

Employers of Australian Apprentices who have been diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) are eligible to attract the Disability Australian Apprentice Wage Support.

Additional support for off-the-job training (mentoring, translation and tutorial services) is available to Australian Apprentices, further information can be found in the Incentives System Guidelines.

The Disability Australian Apprentice Wage Support is a wage subsidy of \$104.30 per week for a full-time Australian

* Many subsidies have formal traineeship registration as an entry requirement. Other criteria may also determine eligibility.

Apprentice, or on a pro-rata basis according to the hours worked for a part time Australian Apprentice. Payments are made to employers for 12 months in the case of a long-term or permanent disability or a specific period in the case of a temporary disability.

Eligibility

Requirements include:

- ▶ all primary eligibility requirements
- ▶ the employer must be paying a suitable wage of at least \$104.30 per week, or its part-time equivalent for the duration they are receiving the wage support
- ▶ the Australian Apprentice must meet the disability eligibility criteria (details can be found in Part E Assistance for Australian Apprentices with Disability of the Incentives System Guidelines)

The Disability Australian Apprentice Wage Support is also available to employers whose apprentice may experience unforeseen circumstances that lead to a disability during their Australian Apprenticeship.

Help may also be available through the Employment Assistance Fund (EAF) which can provide financial aid to assist obtain workplace assistance and support services, such as modified equipment or training.

Trainees

Australian Apprentice Training Support Payment

The Australian Apprentice Training Support Payment provides up to two years of direct financial assistance for Australian Apprentices undertaking a Certificate III level or above qualification in an occupation listed on the Australian Apprenticeships Priority List. A full-time Australian Apprentice can receive \$1,250 every six months for the first two years of their apprenticeship (\$5,000 in total), a part-time Australian Apprentice can receive \$625 (\$2,500 in total). This payment is to help offset the costs of everyday living, supporting Australian Apprentices to continue in their Australian Apprenticeship.

Eligibility

Requirements include:

- ▶ all primary eligibility requirements
- ▶ be undertaking a Certificate III or above qualification with an occupational outcome as listed on the Australian Apprenticeships Priority List

Living Away From Home Allowance

The Living Away From Home Allowance provides assistance to Australian Apprentices, who are required to move away from their parents or legal guardians home for the first time to:

- ▶ start an Australian Apprenticeship
- ▶ remain in an Australian Apprenticeship
- ▶ receive essential supplementary on-the-job training with another employer

You may also be eligible to receive the Living Away From Home Allowance if you are undertaking an Australian Apprenticeship and you are, or become, homeless.

The Living Away From Home Allowance is paid in arrears, at the following rates:

- ▶ First 12-month period from the date of commencement – \$77.17 per week
- ▶ Second 12-month period – \$38.59 per week
- ▶ Third 12-month period – \$25.00 per week

Eligibility

Requirements include:

- ▶ all primary requirements
- ▶ be undertaking a qualification at the Certificate II level or above
- ▶ be within 36 months of the commencement date of the apprenticeship
- ▶ meet the residential criteria (details can be found in Part F Payments to Australian Apprentices in the Incentives System Guidelines)
- ▶ provide evidence to support the claim application

Abstudy

Abstudy is also available for Aboriginal and Torres Strait Islander apprentices and trainees and is a group of payments and support. The main payment is ABSTUDY Living Allowance. The allowance is paid each fortnight to help with living costs while they're training. If entitled, recipients may also get ABSTUDY Incidentals Allowance.

ABSTUDY Incidentals Allowance is paid at the start of each year of the apprenticeship or traineeship.

If recipients get Living Allowance and need extra help, they can apply for Additional Assistance. This is a one off payment to help you stay in the apprenticeship, if they're in severe financial stress.

Language, Literacy, Numeracy (LLN) Funded Programs

Skills for Education and Employment (SEE) program (DEWR)

The Skills for Education and Employment (SEE) Program provides training to help participants build their reading, writing, maths and basic computer skills. The training is delivered across Australia, from metropolitan and regional areas, right through to remote communities.

The Australian Government has committed \$436.4 million over four years to a new SEE program, which is in the process of being redesigned. From July 2024, this will mean changes to current providers and to the eligibility requirements for participation in the program, which will be simpler.

www.dewr.gov.au/foundation-skills/announcements/introducing-redesigned-skills-education-and-employment-program

Foundation Skills for Your Future Program (FSYF)(DEWR)

The FYSF program supports employed and recently unemployed Australians who need flexible training in:

- ▶ Reading
- ▶ Writing
- ▶ Maths
- ▶ English language
- ▶ Digital skills

Eligibility

To take part in the Program, participants need to be:

- ▶ An Australian citizen or permanent resident
- ▶ Aged 15 and over
- ▶ Finished with secondary school education
- ▶ Currently employed or recently unemployed (within the past 9 months)
- ▶ Not currently registered with an Australian Government employment service provider or enrolled in a similar program

Providers

There are currently 29 approved RTOs across Australia.

www.dewr.gov.au/foundation-skills-your-future-program/service-providers

Foundation Skills for Remote Communities (FSRC) Pilots (DEWR)

The FSRC Pilots are designed to deliver tailor and flexible foundation LLND skills, assessment and training that meet community needs. The pilots are in operation until 30 June 2024.

The Pilots aim to:

- ▶ Improve the LLND skills of community members in these remote communities
- ▶ Identify and develop systemic approaches to LLND skills training delivery in remote communities

www.dewr.gov.au/foundation-skills-your-future-remote-community-pilots

Pilot Providers

Literacy for Life Foundation – Northern Territory

Literacy for Life is delivering the Northern Territory Pilot in Tennant Creek.

Literacy for Life is working with the Julalikari Council Aboriginal Corporation to deliver the Northern Territory Pilot. www.lflf.org.au

Corporate Culcha Pty Ltd – Northern Queensland

Corporate Culcha is delivering the Pilot in partnership with the Doomadgee community in northern Queensland. Corporate Culcha is working with the Australian Literacy and Numeracy Foundation (ALNF), My Pathway and the Indigenous Consulting Group to deliver the northern Queensland Pilot.

www.corporateculcha.com.au
<https://alnf.org>

Djarindjin Aboriginal Corporation – Western Australia

Djarindjin Aboriginal Corporation (DAC) is delivering the Western Australia Pilot from the Bardi Jawi and Nyul Nyul country on the Dampier Peninsula in Western Australia in partnership with the:

Djarindjin/Lombadina/Ardyaloon Communities and Beagle Bay community.

DAC is working with Perth-based organisation Business Foundations Ltd to deliver the Western Australia Pilot.

djarindjin.org.au

EyrePlus Pty Limited – South Australia

EyrePlus is delivering the South Australia Pilot in partnership with the Ceduna, Yalata, Koonibba, Oak Valley (Maralinga Tjarutja) and Scotdesco communities in the Far West region of South Australia.

EyrePlus is working with Australian Employment and Training Solutions Pty Ltd (AETS) to deliver the South Australia Pilot.

www.eyreplus.com.au/foundation-skills-for-your-future-remote-community-pilot

Community Foundation Skills (DESBT – Queensland)

Community Foundation Skills offers assistance to disadvantaged Queenslanders with low level language, literacy, numeracy and digital (LLND) skills to equip them with the knowledge and confidence to participate successfully in a modern knowledge economy.

Community Foundation Skills funds organisations to deliver customised foundation skills training to people with low level LLND skills.

Participants under Community Foundation Skills can be enrolled in nationally recognised foundation skills qualifications, or appropriate non-accredited foundation skills preparatory courses that provide an essential pathway to further education and work.

The delivery of training and assessment services for community-based training projects are funded under the Certificate 3 Guarantee program. The delivery of projects should be tailored to participants' circumstances.

Community Foundation Skills funds cover the tailored support that must accompany the delivery of nationally recognised foundation skills training within a community-based setting and the student co-contribution fees or stand-alone non-accredited foundation skills training or preparatory courses funded under a fee-for-service basis.

desbt.qld.gov.au/training/community-orgs/funded/sqw/community-foundation-skills

Foundation Skills & Equity Courses – WA

The Department of Training and Workforce Development funds a range of services for students, to assist and support people to be able to access and attend training and improve their employment prospects. Registered training providers who are approved to deliver courses in the Participation – Equity program may offer support and services such as mentoring and counselling, assistance with things like meals, transport and childcare, and also language and literacy support. The program also assists with support for job seeking, resumé writing and work experience for eligible students.

There are two fee-free priority foundation skills courses – the Course in Applied Vocational Study Skills (CAVSS) and the Course in Underpinning Skills for Industry Qualifications.

These courses do not result in a separate qualification, rather they provide support to students who need additional assistance to successfully complete their vocational qualification and develop the skills needed for the workplace.

CAVSS provides additional support to build literacy and numeracy skills as part of a vocational training program. Through CAVSS support, students revise and develop their mathematics, reading, writing and communication skills. Students learn to make the connection between these skills, and where and how to apply them to vocational training and workplace situations.

CAVSS is funded by DTWD for 100 hours for Aboriginal and Torres Strait Islander people.

The Underpinning Skills for Industry Qualifications (USIQ) course provides additional time and specialised teaching to groups of students who do not yet have the knowledge and skills needed to successfully complete their vocational qualification and participate effectively in the workplace. The course helps students to develop, consolidate and apply a range of social, communication, mathematical, technological, cultural and problem-solving skills.

USIQ is funded by DTWD for 250 for Aboriginal and Torres Strait Islander people.

Eligibility

If the trainee is an Aboriginal or Torres Strait Island person, they may be eligible for support to help access training. This may include:

- ▶ mentoring and counselling;
- ▶ assistance with language and literacy;
- ▶ provision of meals; and
- ▶ assistance with transport and child care.

To be eligible they must be an Aboriginal or Torres Strait Island person, as recognised by:

- ▶ descent, that is, the person can prove that a parent is of Aboriginal or Torres Strait Islander descent;
- ▶ self-identification, that is, the person identifies as an Aboriginal or Torres Strait Islander; or
- ▶ community recognition, that is, the person is accepted as such by the Aboriginal or Torres Strait Islander community in which he/she lives.

They may also be eligible if you have referral from an Aboriginal or Torres Strait Islander service provider recognised by the Department.

www.jobsandskills.wa.gov.au/training/learning-support-and-assistance

ACCHRTO Fact Sheet

ACCHRTOs are pivotal to the delivery of the FNHWTP as the training partner. The below factsheet outlines roles and responsibilities of the ACCHRTO including processes and timelines.

ACCHRTO Trainee Support Officer

The Trainee Support Officer is employed by the ACCHRTO to ensure students in the program are culturally safe and supported to complete their accredited training and supervised clinical placements.

The nature of support may vary and could include social and emotional wellbeing support; cultural support; attendance support; tutoring; mentoring; coordination of student travel, accommodation and access to allowances; stakeholder engagement with the student, employer and jurisdictional traineeship coordinator. This will also include workplace visits and virtual/phone support when the student is not attending block training.

The number of FTE is dependent on number of student cohorts. A full position description will be provided with the RTO Service Agreement.

Jurisdictional Traineeship Coordinators

The JTC is employed by the jurisdictional Affiliate and will support ACCHOs and ACCHRTOs across the jurisdiction to assist with promotion of the program across the sector and facilitating ACCHO and ACCHRTO access to additional jurisdictional funding and support services.

The JTC will build and maintain relationships with jurisdictional skills commissions, departments, funding bodies, ASQA and AHPRA as appropriate.

JTCs may check on the progress of trainees but are not employed to provide intensive wrap around support to each trainee. This is the role of the Trainee Support Officer in each ACCHRTO.

Student cohorts

The below table outlines the expected commencement dates for FNHWTP cohorts based on ACCHRTO student enrolments.

- ▶ Only students who are employed, (ideally within an ACCHO) are eligible to participate in the program.
- ▶ Any participating organisation that is not an ACCHO or ACCHRTO will not receive student support funding under this program – however they are still required to sign the Traineeship Partnership Agreement.
- ▶ ACCHRTOs are not eligible for funding if a student is enrolled in the Indigenous Health Worker Traineeship Program.

Reporting requirements

- ▶ Reporting requirements will be managed through the NACCHO Online Learning System
- ▶ Data for any withdrawals and/or deferrals for each cohort will need to be provided also to assist with our overall completion records to provide to the Department as part of NACCHO's Head Agreement.

Traineeship Partnership Agreement

- ▶ A completed Traineeship Partnership Agreement is required to trigger the commencement payment for each student under the Traineeship Program Service Agreement.
- ▶ This agreement needs to be co-signed by the student, the employer and your ACCHRTO. Once the NACCHO Online Learning System is live, the TPA will need to be uploaded as a PDF under the student's profile.

Process for payments and student enrolments

The table below outlines the overarching activity summary that incorporates payment timelines. Payment will be linked to your cohort schedules and will be processed by NACCHO quarterly.

Cohort commencement							
Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8
Transition Cohort	October 2023	February 2024	July 2024	February 2025	July 2025*	February 2026	July 2026^

* Last cohort for Cert IV student enrolment to ensure completion by 30 June 2027 (exceptions for completion will be reviewed on a case-by-case basis)

^ Final cohort for Cert III student enrolment to ensure completion by 30 June 2027 (exceptions for completion will be reviewed on a case-by-case basis)

Sequencing of events for payment schedules

Timing will vary per cohort – this timing will be sent to each ACCHRTO by NACCHO following notification of cohort numbers.

Activity (Sequencing of events for payment schedules)	Responsible party
<input type="radio"/> ACCHRTO formally notifies NACCHO of their intention to train a cohort	ACCHRTO
<input type="radio"/> EOI open for students	ACCHRTO
<input type="radio"/> Student enrolls	Student/ACCHO/ACCHRTO
<input type="radio"/> Trainee Partnership Agreement (TPA) signed with employer and student	ACCHRTO/ACCHO/Student
<input type="radio"/> Other administration and enrolment documents completed as required by ACCHRTO	ACCHRTO/Student/ACCHO
<input type="radio"/> ACCHRTO notifies NACCHO of expected number of students for cohort	ACCHRTO
<input type="radio"/> Block 1 commences	ACCHRTO
<input type="radio"/> Students' details are provided to NACCHO via Excel spreadsheet (example provided at Attachment A) and signed TPA (Attachment B) as per reporting requirements within Service Agreement	ACCHRTO
<input type="radio"/> NACCHO student information uploaded into NACCHO Online Learning System	NACCHO
<input type="radio"/> NACCHO varies ACCHRTO contract via payment schedule to reflect new student cohort	NACCHO
<input type="radio"/> NACCHO sends out participating ACCHO service agreements	NACCHO
<input type="radio"/> Executed ACCHO service agreements received	ACCHO
<input type="radio"/> ACCHRTO and ACCHO Payment 1 (and Payment 2 if applicable) actioned by NACCHO on confirmation of executed service agreements and uploaded TPA	NACCHO
<input type="radio"/> NACCHO follows up with ACCHRTO and ACCHO on any outstanding TPA or service agreement as needed	NACCHO
<input type="radio"/> Additional Payment 1 triggered (as required to capture any delays with TPA upload)	NACCHO
<input type="radio"/> On completion of 50% of UoC – ACCHRTO completes reporting within NACCHO Online Learning System – the LMS (includes update on any withdrawals or deferrals between Block 1 and 100% course completion)	ACCHRTO
<input type="radio"/> NACCHO Online Learning System triggers notification to NACCHO Workforce and Training team who will confirm contract requirements are met and triggers internal process for payment for ACCHRTO and ACCHO	NACCHO
<i>If withdrawals or deferrals have occurred, an updated payment schedule with expected payment variance will be provided to ACCHO and ACCHRTO</i>	
<input type="radio"/> On completion of 100% of UoC – ACCHRTO completes reporting within NACCHO Online Learning System (includes update on any withdrawals or deferrals between Block 1 and 100% course completion)	ACCHRTO
<input type="radio"/> NACCHO Online Learning System triggers notification to NACCHO Workforce and Training team who will confirm contract requirements are met and trigger internal process for payment for ACCHRTO and ACCHO	NACCHO
<i>If withdrawals or deferrals have occurred, an updated payment schedule with expected payment variance will be provided to ACCHO and ACCHRTO</i>	

Distribution of places

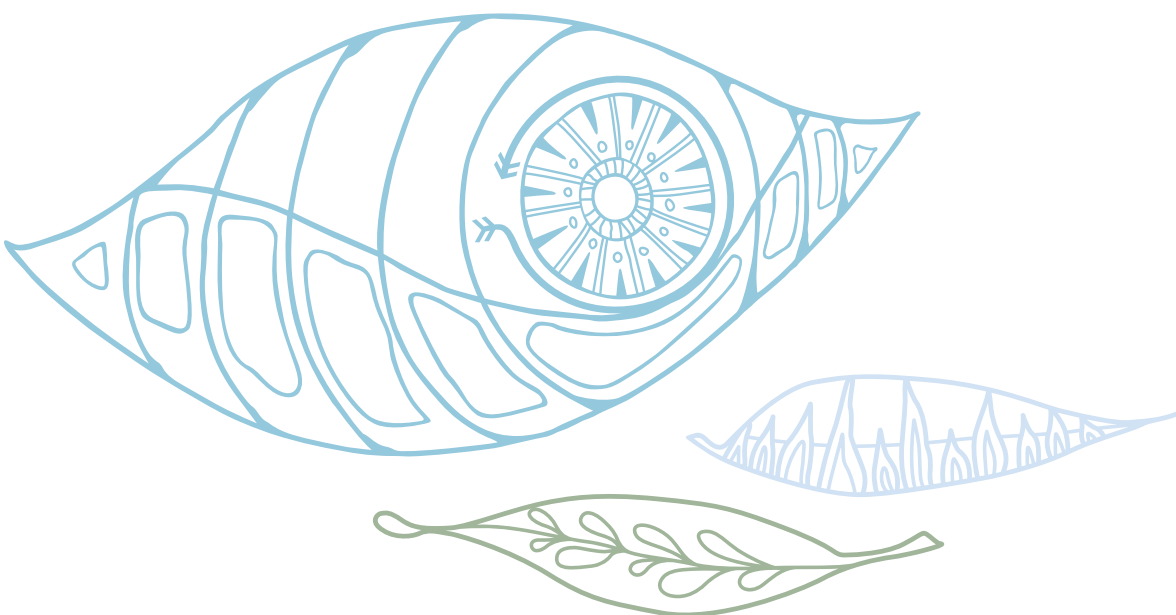
- ▶ While there are no set allocations of trainee places for each jurisdiction, NACCHO will be taking need and equity into account.
- ▶ Due to the high level of interest to date, NACCHO will evaluate the distribution of trainee placements in April 2024, in preparation for Cohort 4 (July 2024).

Supervisor Training

As part of your Traineeship Program service agreement, you will be required to deliver supervisor training for the ACCHOs. This can be a combination of face to face, virtual and online training.

Process for withdrawals and deferrals

Activity	Responsible party
Following conversation with student and ACCHO and formal withdrawal/deferral from training – ACCHRTO notifies NACCHO of student withdrawal/deferral	ACCHRTO
NACCHO will update payment schedule to reflect payment variance for ACCHO and ACCHRTO	NACCHO
In cases where the student has deferred – the student will be added to the new service agreement for participating cohort when they are ready to recommence their training – payments will recommence in the new cohort payment schedule taking into account payments previously received for the student (student must transfer into a new cohort within 12 months of deferral)	NACCHO
ACCHO and ACCHRTO to remain in contact about student requirements for successful completion of deferred student	ACCHO & ACCHRTO



Language, Literacy, Numeracy and Digital Skills

RTO Access & Equity Legislative Obligations

The Standards for Registered Training Organisations outlines the requirements for RTOs in relation to LLN assessments and support they are obligated to provide to all students undertaking a VET course.

More specifically, **Standard 1** states:

- 1.3** The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
- b** educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment

Learner Support

- 1.7** The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Educational and support services are defined as:

- a** pre-enrolment materials
- b** study support and study skills programs
- c** language, literacy and numeracy (LLN) programs or referrals to these programs
- d** equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- e** learning resource centres
- f** mediation services or referrals to these services
- g** flexible scheduling and delivery of training and assessment
- h** counselling services or referrals to these services
- i** information and communications technology (ICT) support
- j** learning materials in alternative formats, for example, in large print
- k** learning and assessment programs contextualised to the workplace, and
- l** any other services that the RTO considers necessary to support learners to achieve competency.

<https://www.legislation.gov.au/Details/F2019C00503>

Australian Core Skills Framework (ACSF)

The ACSF is a tool that assists RTOs, trainers, assessors and practitioners in determining the LLN levels of students to ensure that they have the required levels to successfully undertake a VET qualification/course.

The ACSF tests the five core skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Students are ranked against each skill from one (lowest) to five (highest). The ACSF can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps. This facilitates the identification of similarities and differences between core skills requirements and expectations of performance within and across courses, disciplines and sectors.

A broad range of adult English language, literacy and numeracy (LLN) curricula have been mapped to the ACSF and it is also being used to identify, clarify and describe core skills requirements in national Training Package qualifications.

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Jobs and Skills Australia Study

In April 2023, Jobs and Skills Australia (JSA) released a Foundation Skills Study Discussion Paper, contained in the discussion paper was details on a separate feasibility study for First Nations people. It states that JSA will partner with the NIAA to study how best to assess the LLN levels of First Nations people. Further advice will be sought via the Coalition of Peaks and Aboriginal community-controlled organisations.

LLN Assessment Tools

LLN Robot

The LLN Robot has been developed by the Learning Resources Group. The platform is an online LLN quiz that tests students LLN levels, it analyses the Australian Core Skills Framework (ACSF) levels of the respective courses and can help identify any gaps in students LLN requirements.

<https://tlrg.com.au/pages/lln-robot>

Core Skills Profile for Adults (CSPA)

The CSPA has been developed by the Australian Council for Education Research (ACER). It is a pre-training assessment tool and are mapped to the ACSF, consisting of 25 questions.

The CSPA also produces a Snapshot Reading and Numeracy Indicator (SRNI). The SRNI assesses reading and numeracy against the Exit Level 2 of the ACSF, which is considered to be a minimum level of competency for VET studies.

The CSPA is mandatory for students undertaking any subsidised training in South Australia.

<https://www.acer.org/au/cspa>

Basic Key Skills Builder (BKSB)

The BKSB is an online skills review tool that is also based on an assessment against the ACSF.

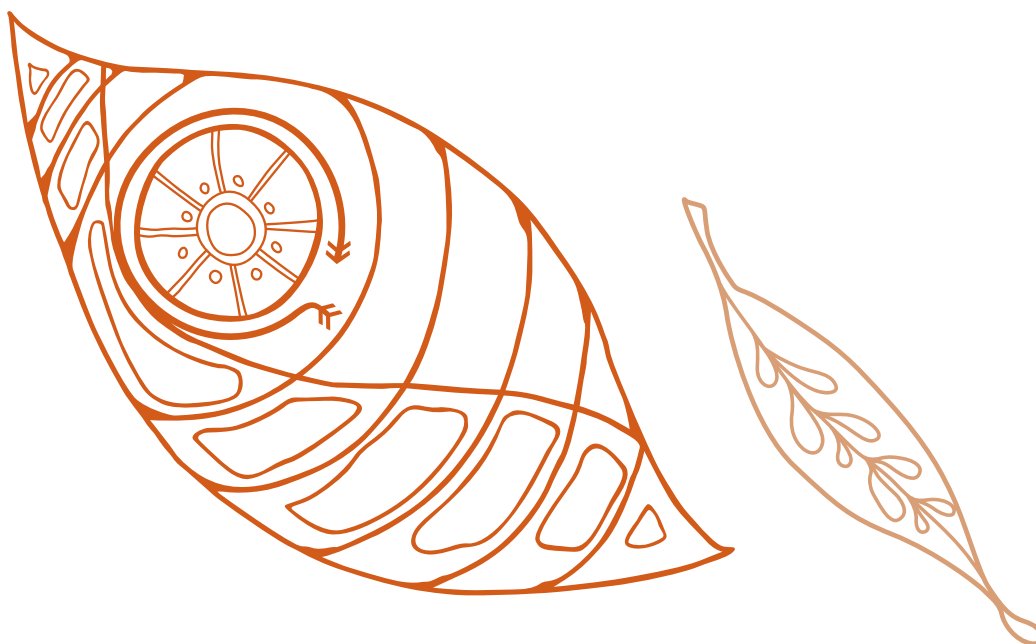
<https://www.bksb.com.au/>

Generic LLN Assessment Tools

In addition, there are a number of generic LLN assessment tools that have been developed and can be licensed. These tools are generally word based versions, which are mapped to the ACSF Levels 2 and 3, but are not mapped against the requirements of specific qualifications. Some examples are:

<https://compliantlearningresources.com.au/rto-resources/lln-training-package/lln-assessment-tool/>

<https://360rto.com.au/shop/rto-training-resources/language-literacy-and-numeracy-lln-tools/lln-assessment-tool/>



Work Placements

What are work placements?

Work placements are more than work experience. They involve structured learning in the workplace, which links to students' coursework. They help link theory with practice.

Work placements are a mandatory part of many vocational qualifications such as the Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care Practice qualification for Health Practitioners. In other qualifications, the assessment requirements for particular units of competency will provide explicit or implicit guidance about the expected amount of work placement a trainee should have. It may specify a number of shifts or hours (explicit) or require certain tasks to be completed in a workplace under specific conditions on a nominated number of occasions (implicit).

How can work placements help?

Work placements give trainees valuable work experience in their chosen field and help them to gain their qualification and employment.

For employers, they offer the opportunity to see students operating in a workplace setting. Many employers take on trainees or work placement students as part of their recruitment strategy and offer them employment on graduation.

What do work placements require of ACCHOs?

To take a trainee on a placement you must supervise them and contribute to their learning. You will liaise with the training provider about what the student needs to do during their time with you and be asked to verify that the student has developed the required skills.

Ideally you, the trainee and the training provider will sign an agreement that sets out the requirements of each party.

Providing trainees with a positive and meaningful work placement experience helps build a pool of skilled and motivated workers. Students can lose interest in a field because of poor placement experiences.

Work placements provided by RTOs and employers with a track record of strong outcomes and high-quality experiences for students share a number of common features:

- 1 Strong collaboration
- 2 Clear roles, responsibilities and expectations
- 3 Effective support for students

ACCHOs need to select appropriate workplace supervisors for trainee placements.

Workplace supervisors provide guidance and support to trainees during their work placement and sign off on the completion of tasks specified in the learning plan, which is verified by the RTO. Every trainee needs to be assigned a workplace supervisor. Some ACCHOs may also assign the trainee a buddy to provide practical daily support for the trainee.

Depending on the size and the type of service delivery, these roles may be undertaken by the same person, or by a combination of a formal supervisor and an informal supervisor or buddy. It is important that trainees have continuity in these arrangements across the duration of their placement. Some larger ACCHOs may establish additional roles to support work placements, such as administrative and liaison roles.

ACCHOs will need to select staff who hold relevant qualifications, are experienced and well-suited to the role, and are positive advocates for the ACCHO and the industry. The RTO should tell you about any requirements for workplace supervisors' qualifications or experience in your initial discussions. You should also discuss your internal support arrangements with the RTO to ensure there is clarity about these roles and responsibilities.

ACCHOs need to consider how to support their workplace supervisors and buddies to undertake their roles.

Consider how you will:

- ▶ ensure the roles, responsibilities and expectations for the roles are clearly documented
- ▶ ensure workplace supervisors and buddies understand the trainee's work placement plan, including the learning objective of the placement and have contact with the RTO trainer/assessor as needed
- ▶ consider the impact of undertaking these roles on other work responsibilities and outputs
- ▶ provide training to support these roles. This may take the form of training provided by the RTO on workplace supervisor roles, their processes to collect evidence, and expectations of supervisor feedback and judgements
- ▶ recognise and reward staff undertaking these roles.

The role of workplace supervisors is to:

- ▶ discuss the work placement learning plan with the trainee and the RTO assessor to ensure there are appropriate learning opportunities available to meet the objective of the placement
- ▶ ensure the trainee is provided with an appropriate orientation and/or induction to the work environment, including key policies and procedures such as Workplace Health and Safety
- ▶ ensure there is a clear understanding of the training the trainee has received and that work tasks do not exceed the trainee's scope of practice
- ▶ sign off on the trainee's attendance and completion of tasks specified in the workplace learning plan and monitor the trainee in the workplace and provide regular feedback to them
- ▶ schedule mutually acceptable time(s) for the RTO assessor to visit the workplace during the placement to observe and assess the trainee in the workplace performing daily tasks
- ▶ participate in scheduled meetings at agreed points or complete forms in a timely manner to provide formal feedback on student performance in the workplace. This feedback will be used by the RTO as part of the trainee's assessment evidence for the course.

Where a workplace buddy has been assigned, their role is to:

- ▶ identify learning opportunities relevant to their training programs
- ▶ provide instruction to trainees before and during tasks and informal feedback after
- ▶ share knowledge while demonstrating tasks
- ▶ act as a point of contact and role model for good practice
- ▶ provide advice and information to trainees and clarify trainee concerns or queries.

Legislative requirements

There are a range of legal requirements, such as insurance, pre-employment checks and vaccinations, that will need to be discussed and documented prior to the work placements to ensure there is clarity about which party is responsible for these matters and to mitigate risk for all parties.

Documenting agreements

Once you have come to an agreement about the roles and responsibilities of each party, these should be documented in a Work Placement Agreement. This should be signed by the RTO, service provider and the trainee before the work placement starts.

ACCHO Commitment – work placement

Induction

The ACCHO takes on a level of responsibility for the trainee once they are on-site and needs to exercise its own due diligence in ensuring the trainee is properly prepared to interact safely with clients.

By providing the trainee with a full induction and an orientation to the site and the organisation, the ACCHO gets the opportunity to observe the trainee's confidence in the workplace and help them to settle into the workplace culture and rhythms.

Supervision

During the placement, the ACCHO needs to ensure the trainee is subject to an appropriate level of supervision at all times.

Supervision can be direct or indirect depending on the activities the trainee is performing and the level of risk to clients, staff and/or the ACCHO.

- ▶ Direct supervision is when the supervisor is physically present to observe, guide and direct the trainee undertaking an activity.
- ▶ Indirect supervision is when the supervisor works in the same facility as the trainee but is not constantly physically observing the trainee undertaking the activities. The supervisor should be available for reasonable access which will depend on the activities the trainee is undertaking.

Realistically, a trainee should expect a combination of both forms of supervision during a placement. ACCHOs will need to ensure these arrangements are appropriate and encourage trainees to seek support as required.

Use of a workplace buddy can help ensure day-to-day issues can be resolved quickly and ensure trainees receive the support they need. Trainees may also need support to strike the right balance between showing initiative by enthusiastically taking on additional tasks and not exceeding their developing capabilities.

Feedback

Workplace supervisors will be required to provide a level of managerial oversight for trainees, including providing formal and informal feedback as part of a trainee's learning plan. It is important to give trainees both positive feedback and constructive feedback on areas where they need to improve.

Ensure that the feedback is document as required as well as:

- ▶ aligned with the trainee's learning goals
- ▶ focused on observed behaviours
- ▶ positive and encouraging and based on facts and specific (not generalised).

Allow the trainee to reflect on the feedback and discuss strategies for addressing performance issues, which can then be revisited at a later time.

Recognition of Prior Learning

What is Recognition of Prior Learning?

Recognition of Prior Learning (RPL) is a way of certifying that someone already has some or all of the skills and knowledge needed for a nationally recognised qualification. These may have come from other formal or informal training, from experience working in the same sector/occupation, or from other work experience.

What is Credit Transfer?

Credit transfer is the granting of credit by a Registered Training Organisation or higher education institution for units of competency already completed.

How can they help?

Registered Training Organisations must offer RPL and credit transfer to individuals before they start formal training. This can reduce the amount of training needed and the time and cost involved. Individuals only need to train in areas where there are gaps in their skills and knowledge.

What does Recognition of Prior Learning require of employers?

Demonstrating that they have the required skills and knowledge can be time consuming for employees who apply for RPL.

You might be asked to complete paperwork to verify that employees have the required skills. It's a good idea to keep records of any formal and informal training undertaken by your employees, as well as other documents that demonstrate their experience (such as position descriptions and performance management plans), in case they want to apply for RPL at some point.

RPL is an assessment process used to assess the trainee's existing level of knowledge and skills against the units of competency. This involves them performing their everyday work tasks whilst being observed by an Assessor, telling their stories, and answering questions around the work that they do. This assessment process may lead to them gaining part of the qualification faster.

The First Nations Health Worker Traineeship Framework will use a **candidate-centred** RPL assessment which is Assessor led.

A robust and fair RPL process is one that:

- ▶ Is a supportive process.
- ▶ Minimises unnecessary paperwork.
- ▶ Is conversation and observation driven.
- ▶ Is candidate empowering.
- ▶ Evidence generating.

It is anticipated that the implementation phase of the framework will involve the development of RPL toolkits to support ACCHOs, ACCHRTOs and trainees to successfully undertake RPL.

A range of assessment methods are utilised within the RPL process to gather evidence which can support a Trainee's claim for Recognition of Prior Learning. These include the following:

Workplace practical observation checklist

Used in workplace observations through the process of shadowing and oral questioning while the Trainee performs their usual workplace tasks.

The Workplace Practicals are an opportunity to discreetly observe the Trainee while they perform their usual workplace routine and activities. It is a confirmation that the Trainee can undertake their work duties in line with the skills and knowledge required within each unit of competency.

Observation Checklists are designed for the Assessor as a guide during workplace practicals where the Trainee can demonstrate their specific workplace tasks and/or skills for recognition of competency in the required areas.

Trainees should be provided with the Observation Checklist prior to undertaking the practical, so they have time to understand the assessment criteria and to ask any questions they may have to confirm their understanding of the requirements.

Scenarios/oral questions

To determine knowledge evidence of workplace situations where it is not appropriate to demonstrate during observations, or the criteria may not relate to a regular workplace situation and evidence is unable to be captured during workplace observations. The scenarios include oral response questions.

To support Trainees, oral knowledge related questions as opposed to written ones are recommended to be used. These are provided for the Trainees to complete in discussion(s) with their Assessor as part of evidence gathering. In this way potential language and literacy barriers are minimised.

Professional discussions

A professional conversation between the Trainee and Assessor is based on a series of structured questions relating to the workplace experiences of the Trainee and using the evidence.

Reflection journal

The reflection journal includes structured questions for the Trainee to consider their daily role and draw out the Trainee's underpinning knowledge to meet the assessment criteria.

Questions and written answers

This includes scenarios, questions and activities designed to draw out the Trainee's underpinning knowledge.

Portfolio of evidence

Provided to the ACCHO to collect identified documents. Additional templates will be developed for the ACCHO to support evidence collection.

The Assessors support the ACCHO to identify documents, forms and third-party reports to assist with identifying the Candidate's workplace skills against each unit or cluster of units.

The portfolio requirements should be specific and precise in the type and volume of the evidence that is being sought to demonstrate competence for the unit or cluster of units.

The Portfolio of Evidence list contains generic evidence, which only need to be collected once where they are relevant for most of the units. This evidence includes the documents below, but it is not limited to:

- ▶ Service policies and procedures
- ▶ Job descriptions
- ▶ Relevant qualifications or records of in training.

Third party reports

Involve the verification of workplace skills and activities and may be collected at any stage of the RPL assessment.

The Assessor is to provide support to the ACCHO (where the Candidate has provided their approval for this to occur) around the skills and qualifications of the person(s) responsible in completing the Third-Party Report. E.g., Manager or a suitably qualified supervisor.

The Third-Party Report clearly specifies for the Referee, exactly the skills or knowledge they have witnessed or are required to witness (yes/no questions) being demonstrated by the Trainee. Under no circumstances should Third Party Reports ask referees to make any form of subjective assessment on the Candidate's performance.

Other evidence

This evidence is not limited to what is suggested above. There may be other relevant evidence which the Candidate could present which is acceptable.

Note: Evidence not listed MUST be mapped into the relevant Mapping Matrix by the Assessor. Mapping documents (in Word) will be supplied for each unit in the Assessor Resources.



Traineeship Partnership Agreement

TRAINING PARTNERSHIP AGREEMENT BETWEEN	
Full Name of Registered Training Organisation	
AND	
Full Name Employer	
AND	
Full Name Student	
PURPOSE OF THE TRAINING AGREEMENT	
This Agreement specifies the conditions and operating arrangements for the delivery of vocational education and training by	
Full Name of Registered Training Organisation	
Both parties (RTO and Employer) agree to work in partnership to maintain the quality of training delivery and assessment for the learner	
GUIDING PRINCIPLES	
Both parties (RTO and Employer) acknowledge that this Agreement will be guided by a commitment to quality education and training delivery and assessment practices that lead to successful and beneficial outcomes for learners and employers.	
Both parties (RTO and Employer) will communicate constructively to continuously review and improve the program and to address any issues promptly and in a mutually satisfactory way.	
RELATIONSHIP BETWEEN THE PARTIES	
The relationship will be one of cooperative mutual support.	
A high level of integrity and mutual regard shall govern the relationship.	
The Agreement is binding only on the basis of this integrity and mutual respect between all parties and does not represent a legally binding commitment.	
COMMUNICATION	
The parties agree to communicate openly and regularly about training and student progress. At a minimum, the RTO will report on student progress every ___ weeks by _____ (method). The employer agrees to notify the RTO of any matter that may affect student progress at the first available opportunity.	
The parties will meet every _____ to discuss and review the progress of training.	
CONFLICT RESOLUTION	
Any conflicts or disputes which cannot be resolved through discussion shall be set down in writing and submitted to the other parties. Within seven days of receipt of such notice, the key personnel from both parties will meet to:	
<ul style="list-style-type: none"> • review and resolve the matter; or 	

- resolve that the matter requires further investigation and instigate that investigation, or
- refer the matter to a relevant third party to assist in resolution, within 30 days of the initial complaint.

INTENDED OUTCOMES OF TRAINING

Action – please provide a broad description of the intended outcomes of training and the skills and knowledge participants will gain. Further details can be provided in Schedule 3.

SERVICES TO BE PROVIDED

Action – please include details of the training to be delivered by the RTO

- *Training for clinical placement supervisors*
- *Training delivery and timelines*
- *Details of clinical supervision requirements for the employer as part of the qualification requirement.*

ROLES AND RESPONSIBILITIES

RTO

_____ (RTO name) commits to:

- Visiting trainees in the workplace _____ times per month.
- Providing reports on trainees' progress (give further detail if necessary) every _____ week/s.
- Supporting trainees by _____ at the very least. If required, trainees will also have access to _____.
- Notifying _____ (employer) if (provide details of events/situations which the employer would like to be notified of).

EMPLOYER

_____ (Employer name) commits to:

- Giving trainees _____ (amount of time off) each _____ (nominate a period) for the purposes of training and study.
- Providing relevant work experience aligned to training, including but not limited to, _____.
- Supervising and mentoring trainees in the workplace by _____ (detail how this will be done and who will be involved).
- Completion of supervisor training on _____
- Supporting learners by offering _____
- Notifying _____ (RTO) if (provide details of events/situations which the RTO would like to be notified of).

SCHEDULE 1 | KEY REPORTING DATES

ACTIVITY	DATE
Delivery Start	

Delivery Completion		
Results finalised		
SCHEDULE 2 KEY CONTACTS		
Details of key contact people in each organisation	RTO Contact Name: Phone: Email: Employer Contact Name: Phone: Email:	
SCHEDULE 3 DELIVERY ARRANGEMENTS		
NTIS Code	Qualification Name	Training Package
Full qualification (Y/N?) If yes over what period will the qualification be delivered? (e.g. 1 year/ 2 years)		HLT

The signatories of this document note that on signing this agreement, the agreement and information on student progress will be provided to NACCHO as a participant of the First Nations Health Worker Traineeship Program and their deidentified information will be provided to the Department of Health and Aged Care as part of NACCHO's reporting obligations in the Head Agreement. For further information please contact traineeship@naccho.org.au.

STUDENT SIGNATORY

--	--

Student Name

Date

EMPLOYER SIGNATORY

--	--

Employer Name

Date

On behalf of students employed (enter organisation name below)

--

RTO SIGNATORY

--	--

Name

Date

On behalf of Registered Training Organisation (enter RTO name below)

--

Note: Information provided to NACCHO will be handled as per legislative requirements of the *Privacy Act 1988*

Supervisors – approach to work placements

ACCHO checklist

Find out how the RTO conduct work placements, or intend to conduct work placements, and what they expect from you.

You could discuss:

- ▶ how their work placements are structured (e.g. one block near the end of the qualification or several blocks through the training)
- ▶ what kind of workplace experiences they hope trainees will have (e.g. what type of service delivery, range of clients and work tasks do they expect trainees to be exposed to?)
- ▶ whether they prepare learning plans for trainee placements which articulate learning objectives and the intended scope of workplace experiences and tasks. If so, you might like to ask to look at one
- ▶ what supporting documents they provide, such as trainee logbooks. Again, you might like to ask to have a look at these
- ▶ whether trainees can fit in with your hours of operation and preferred dates and times
- ▶ how they conduct assessments in the workplace, including:
 - the respective roles of the workplace supervisor and RTO assessor
 - what's expected of workplace supervisors in collecting supplementary evidence
 - how RTO assessors conduct their assessments in the workplace
- ▶ whether they offer any support and training for workplace supervisors
- ▶ whether they have a standard work placement agreement they enter with ACCHOs. If so, ask for a copy. If not, discuss the kind of agreement you'd like to have with them
- ▶ whether they can provide a forward schedule of work placements and numbers of students over a given period.

Support for trainees

It's critical that students are well supported by the RTO during the placement. Find out how the RTO does this. For example:

- ▶ whether they have a student facilitator who can liaise with you and the student and help with logistical requirements
- ▶ how often someone will visit the trainee at the workplace during the placement
- ▶ how often they will contact you and the trainee during the placement
- ▶ what extra support do they give trainees who need it, including:
 - trainees with additional learning needs
 - vulnerable trainees and young trainees
 - trainees from culturally and linguistically diverse backgrounds
- ▶ what they do if concerns or issues can't be resolved on site between the trainee and your staff.

During the placement

Once the placement starts, the RTO plays a critical ongoing role in supporting trainees and conducting assessments. Your continued investment and commitment will help to make the work placement a success, and will also help foster a strong, collaborative relationship with the service provider.

Have you done the following?

- Planned for an RTO staff member to attend the site orientation and induction with the trainees, so you know that trainees understand what's required of them and their questions have been answered.

- Scheduled weekly check-ins with the trainee and workplace supervisor, allowing enough time to discuss and resolve any issues (usually about an hour). Agree how you'll meet (i.e. remotely or onsite).

- Given contact details of relevant RTO staff to trainees and supervisors in case any issues arise.

- Agreed with the supervisor when and how you will carry out assessments.

- Agreed on a process for resolving any issues, including:
 - When and how you'll be notified if there's a student concern or issue which can't be resolved directly between the student and the other party
 - when and how you'll be notified if the service provider has a concern or issue which can't be resolved directly between the staff member and the student
 - who from the RTO and the service provider will meet to discuss these concerns or issues
 - who will investigate the concern or issue further if it is of significant concern and remains unresolved
 - who will initiate the formal dispute resolution process as outlined in the agreement.



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NACCHO
National Aboriginal Community
Controlled Health Organisation



First Nations
Health Worker
Traineeship Program