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| Progress measurement tool for registered training organisations |
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# Introduction

Registered training organisations (RTOs) in the vocational education and training (VET) sector can use this tool to measure their progress against the *Victorian allied health assistant workforce recommendations*.

To help with auditing, the tool includes how each recommendation relates to the *Standards for Registered Training Organisations (RTOs) 2015* (Cth) (RTO Standards).

This tool can be completed by one person or many people in an RTO, depending on their role, knowledge of the course and RTO details.

Complete this tool every year to ensure you regularly track progress and identify ongoing gaps. You can use the ‘Review date’ column of each recommendation or the action plan to set a date for the next review. You can also schedule reviews more frequently if you want to review progress in specific areas more regularly.

# Instructions

This tool can be completed electronically or printed and filled in by hand.

Questions have been divided by recommendation. Rate your organisation against the current state and progress indicators using the scoring options outlined in **Table 1**. If completing electronically, you can simply mark the appropriate table cell with an X.

To help you, examples of how to meet the indicator are included. These are listed in order of increasing investment. Examples that may only be appropriate for larger scale providers are noted with ‘LSP’.

Not all of the examples are relevant to all RTOs.

Table : Scoring options

| Score | Meaning |
| --- | --- |
| Yes | Established. Great work! The RTO is completing many activities that contribute to making best use of allied health assistants and continues to promote this practice. |
| Partial | Partially implemented. Good progress. The RTO is partially or on the way to completing one or more activities that contribute to making best use of allied health assistants. Consider how you can increase or further implement these activities with case examples and practice points from the workforce plan. |
| No | The RTO does not meet this. To start planning for change at your RTO, read the recommendation, considerations for the VET sector and indicators of progress. |
| NA | Recommendation or indicator of progress is not relevant to the RTO |

# Progress measurement

## Assessor’s details

| Question | Response |
| --- | --- |
| Name |  |
| Role |  |

## Recommendation 1

The national skills service organisation (SSO) and local registered training organisations (RTOs) regularly review the Allied Health Assistance training packages in consultation with the health, disability and aged care sectors.

This recommendation directly relates to Standard 2 of the RTO Standards.

**Note**: ‘Peak bodies’ refers to professional registration and membership organisations (such as the Australian Podiatry Association), membership bodies and industry leaders (such as the National Disability Insurance Agency).

### Progress indicators

| Indicator | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Industry can give feedback on course content and delivery | * Informal industry feedback on graduates (like phone calls or emails) * Interactions between RTO teachers and industry representatives during placements * Formal yearly course consultations * Graduates can give feedback on course and employment outcomes through surveys, emails or phone calls * Industry surveyed on the skills readiness of graduates of your course * **LSP**: Survey results inform changes in course delivery for current students |  |  |  |  |  |
| Industry consultation includes representatives from health, aged care and disability sectors | * Allied health leaders * Allied health professionals * Allied health assistants * **LSP**: Peak bodies * **LSP**: Consumers or consumer representatives |  |  |  |  |  |
| Industry representatives can inform course content | * Representatives directed to updates or changes to training requirements * Questionnaires for industry placement supervisors and students * Review of course materials * Review of elective unit choice * Comments on suitability of elective choice to particular sector * **LSP**: Australian Government longitudinal surveys |  |  |  |  |  |
| Industry representatives can inform course delivery | * Review teaching skills needed for course content * Review assessor skills needed for course content |  |  |  |  |  |
| Industry representatives can inform placement parameters | * Comments on placement duration * Comments on placement location |  |  |  |  |  |
| Industry representatives can inform the definition of skills readiness for course graduates | * Comments on skills readiness statements for AHA graduates of each sector |  |  |  |  |  |
| Course delivery includes cross‑sector representation | * Case examples include health, disability and aged care * Workshop scenarios include health, disability and aged care * Assessment scenarios include health, disability and aged care relevant examples |  |  |  |  |  |

## Recommendation 2

The Vocational Education and Training (VET) sector should include an interview as a requirement of the pre-training review for allied health assistance courses. The interview should include an assessment of communication, literacy and numeracy capabilities.

This recommendation directly relates to Standards 1 to 5 of the RTO Standards.

### Current state

| Question | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- |
| Are the behavioural skills and values identified by industry included in your RTO’s training and assessment strategy (TAS) frameworks? |  |  |  |  |  |
| Does your RTO complete pre-training reviews of course candidates? |  |  |  |  |  |

### Progress indicators

| Indicator of progress | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Applicants are subject to a pre-training review | * Clear pre-training student entry requirements available online or through RTO * Information for applicants on review process * Face-to-face individual or group interviews * Video conference individual or group interviews * Adaptive, accessibility or cultural supports are given |  |  |  |  |  |
| Applicants are interviewed using a behavioural scenario format | * Situational and behavioural-style questions are used * Values-based questions are used |  |  |  |  |  |
| A standard numeracy and literacy assessment is used | * The same literacy and numeracy assessments are used for all prospective students |  |  |  |  |  |
| A standard rubric for assessment and decision options is used | * Candidates who meet requirements are offered a position in the course * Candidates who do not initially meet requirements are offered extra support to complete the course * Candidates who do not meet requirements get support to follow alternative pathways |  |  |  |  |  |

## Recommendation 3

The VET sector should work collaboratively with relevant organisations to ensure the Certificate in Allied Health Assistance course curriculum is consistent across providers.

This recommendation directly relates to Standard 2 of the RTO Standards.

### Current state

| Question | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- |
| Does your RTO take measures to ensure your training package is consistent with other RTOs in your area? |  |  |  |  |  |

### Progress indicators

| Indicator | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Resources are shared with other course providers | * Networking opportunities for RTO teachers (like Victorian TAFE Association community of practice) * Networks or communities of practice for Certificate III and IV in Allied Health Assistance teachers * Sharing teaching materials with other course providers * Sharing tools and assessment processes * Consulting other providers when designing course materials * **LSP**: Developing resources with other providers |  |  |  |  |  |
| The Department of Health’s 4 core allied health assistant competencies are incorporated into core units | * Training package includes content on individual therapy, group therapy, equipment and communication * Core competencies Included in Certificate III in Allied Health Assistance training package * Core competencies included in Certificate IV in Allied Health Assistance training package |  |  |  |  |  |
| Introductory training in supervision and delegation is included in the Certificate in Allied Health Assistance courses | * Included in case studies, simulation, observational exposures * Principles embedded in training package objectives |  |  |  |  |  |
| Sector-specific skills sets are included in courses | * Health sector skill sets included * Disability sector skill sets included * Aged care sector skill sets included |  |  |  |  |  |
| Teachers are allied health professionals or assistants with at least 3 years of work experience | * Requirement in position description criterion * Targeted recruitment strategies * **LSP**: Training pathway partnerships to ensure succession planning with industry partners |  |  |  |  |  |
| A teacher training pipeline is created in partnership with industry | * Offer Certificate IV in Training and Assessment to allied health assistants and allied health professionals |  |  |  |  |  |
| Students are given appropriate preparation before starting placement | * Professional behaviour education * Time management * Giving and receiving feedback * Initiative taking * Asking appropriate questions * Dressing appropriately for clinical setting |  |  |  |  |  |

## Recommendation 4

The VET sector should increase clinical exposure and placement experience in pre-employment training for students of allied health assistance courses.

This recommendation directly relates to Standards 1 and 7 of the RTO Standards.

### Current state

| Question | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- |
| Does your RTO give Certificate IV in Allied Health Assistance students placements of at least 200 hours? |  |  |  |  |  |

### Progress indicators

| Indicator | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Early clinical exposure is included in the first 4 weeks of the course curriculum | * Pre-placement orientation including videos, booklets, assessment requirements * Past students presenting on placement experience * Guest speaker: from industry * Guest speaker: Allied health assistant presents 'a day in the life' * Observation placements provided * Consumer perspectives (videos, virtual meetings, face to face) * Simulated work situations relevant to health, disability and aged care sectors are used to assess students on campus * 'Real work' scenarios relevant to health, disability and aged care sectors are used to instruct students on campus or online |  |  |  |  |  |
| Industry partners are contracted in health, disability and aged care sectors | * Placement options are offered in the health sector * Placement options are offered in the disability sector * Placement options are offered in the aged care sector |  |  |  |  |  |
| Minimum placement hours across health, disability and aged care sectors | * A set minimum number of placement hours dedicated to health sector * A set minimum number of placement hours dedicated to disability sector * A set minimum number of placement hours dedicated to aged care sector |  |  |  |  |  |
| Minimum placement hours in areas experiencing workforce shortages | * Placements in remote, rural and private practice * Traineeship models in partnership with industry are offered where indicated |  |  |  |  |  |
| Engage and partner with organisations to host placements for Certificate III and IV allied health assistant students in line with Department of Health’s:   * Student Placement Agreement[[1]](#footnote-1) * Clinical Placement Fee Schedule in Public Health Services,[[2]](#footnote-2) where applicable | * Partnering with health, disability and aged care sectors to facilitate suitable student placements * Consideration of placements in billable settings |  |  |  |  |  |

## Recommendation 5

The VET sector should give prospective and enrolled students clear and accurate information about the role of allied health assistants.

This recommendation relates directly to Standards 4 and 5 of the RTO Standards.

### Current state

| Question | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- |
| Does your RTO cover career preparation activities such as resumés, cover letters, interview preparation and searching for jobs? |  |  |  |  |  |
| Does your RTO track graduate employment outcomes for the Certificate III and IV courses you provide? |  |  |  |  |  |

### Progress indicators

| Indicator | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Graduate employment outcomes are benchmarked with other providers | * Consultation with other providers for consistent course delivery * Consultation with other providers for consistent course outcomes * Consultation with other providers for consistent graduate employment outcomes |  |  |  |  |  |
| Graduate employment outcomes are used in marketing to prospective students on employment opportunities | * Employment outcomes of past students are tracked and recorded * Evaluate student experiences of Certificate training * Highlight employment outcomes of Certificate-trained AHAs in face-to-face‑‑ sessions with prospective students * Highlight employment outcomes of Certificate-trained AHAs in online course information |  |  |  |  |  |
| Student experience is evaluated and used to improve course delivery | * Course evaluation survey * Graduate feedback is sought |  |  |  |  |  |

## Recommendation 14

All workplace competency-based training development should align with the *Allied health: credentialing, competency and capability framework*.

This recommendation relates directly to Standard 1 of the RTO Standards.

### Progress indicators

| Indicator | Examples | NA | No | Partial | Yes | Review date |
| --- | --- | --- | --- | --- | --- | --- |
| Recognised units of competency are run in partnership with industry; certificate of attainment given for specific skillsets | * Discipline-specific competency skill sets offered as a post-graduate add-on * Statement of attainment issued on completion * Where relevant, training offered to upgrade Certificate III to Certificate IV in Allied Health Assistance |  |  |  |  |  |

# Action plan

Based on your ratings, summarise your RTO’s strengths and areas for further development.

Then outline an action plan with specific activities or changes to be made.

You can add more than 3 areas to the plan. To add a new row, go to the last table cell and select the **Tab** key.

## Strengths and opportunities

| Areas of strength | Areas for more development |
| --- | --- |
|  |  |

## Plan

| Prioritised area for development | Method for development | Timeframe |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

## Next review

**Date of next review:**

To receive this document in another format, [email Allied Health Workforce](mailto:alliedhealthworkforce@health.vic.gov.au) <alliedhealthworkforce@health.vic.gov.au>.

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Available at [Victorian Allied Health Assistant Workforce Recommendation and Resources](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources>

1. See the [department’s Student placement agreement web page](https://www.health.vic.gov.au/publications/student-placement-agreement) <https://www.health.vic.gov.au/publications/student-placement-agreement> [↑](#footnote-ref-1)
2. See the [department's Fee schedule for clinical placement in public health services web page](https://www.health.vic.gov.au/education-and-training/fee-schedule-for-clinical-placement-in-public-health-services) <https://www.health.vic.gov.au/education-and-training/fee-schedule-for-clinical-placement-in-public-health-services> [↑](#footnote-ref-2)