



**Position: CLINICAL EDUCATOR / ABORIGINAL HEALTH PRACTITIONER**

**Work Group: RTO**

**Reports to: Manager of Primary Health and RTO**

**Classification Code: Level 6**

**Employment status: Role is advertised as full-time (1.0 FTE) however, we are open to discussing part-time arrangements with the right candidate.**

**Approval: ..... Date:.....**

**Executive Board Aboriginal Health Council of SA Ltd.**

## **JOB SPECIFICATION**

### **1. Organisational overview**

The Aboriginal Health Council of South Australia Limited (AHCSA) is the peak body representing Aboriginal community-controlled health and substance misuse services in South Australia at state and national levels.

Our primary role is to be the 'health voice' for all Aboriginal people in South Australia. We achieve this by advocating for the community and supporting workers through our Member Services with appropriate Aboriginal health programs based on a holistic perspective of health.

AHCSA delivers nationally accredited training and has been registered with the Australian Skills Quality Authority (ASQA) as a Registered Training Organisation (RTO) since 2004 (RTO 40142). AHCSA prides itself on providing a comfortable learning environment reflective of the organisation's cultural values and connections.

### **2. Summary of the broad purpose and characteristics of the position**

The Clinical Educator / Aboriginal Health Practitioner (AHP) is responsible for developing and delivering high quality accredited vocational education and training programs for the Aboriginal health sector through AHCSA's RTO.

This position involves key activities in educational program planning, delivery, and assessment, with a focus on enhancing the experience of AHCSA students and maintaining a positive and supportive learning environment. Key responsibilities include curriculum development, course delivery, assessment management, quality assurance, student engagement and support, as well as maintaining the administrative requirements related to training programs.

The Clinical Educator / AHP plays a pivotal role in helping AHCSA build a well-qualified and skilled Aboriginal health workforce, supporting Member Services to strengthen the Aboriginal community-controlled health sector, and contributing to improving the capacity of mainstream health services to effectively address the health needs of Aboriginal communities.

### **3. Organisational relationships and extent of authority**

Date Created: 03/10/2024	Revision No:2.0	Document Title: JPS Clinical Educator / AHP	
Date Reviewed:17/06/2026	Document No: DOC_001	Document Owner: CEO	Page 1 of 5



## Aboriginal Health Council of South Australia Ltd.

The Clinical Educator / AHP is accountable to and reports to the Manager of Primary Health Programs and RTO. They will work in close collaboration with all members of the RTO team, AHCSA staff, Member Services and key stakeholders. In particular it works closely with other RTO Clinical Educator / AHP positions to coordinate work priorities and ensure a consistent approach.

The position operates with a level of autonomy in the planning and delivery of educational programs, applying specialist educational knowledge and skills and adhering to well-established policies, procedures, methods, and guidelines in its day-to-day work. The position uses initiative and professional judgment as necessary.

#### 4. Special conditions

- This position is subject to Australian Skills Quality Authority compliance criteria.
- National Police Certificate required.
- Valid Working with Children Check (WWCC).
- Requires the ability to travel intra-state and interstate, including overnight absences.
- Out-of-hours work may be required.

#### 5. Statement of Key Responsibilities

The Clinical Educator / AHP is responsible for:

**Curriculum and Course Development and Delivery:** *Preparing and delivering RTO qualifications, teaching methods, course materials and resources to meet student and industry needs by:*

- Preparing, delivering, and assessing qualifications offered by the RTO, including workshop facilitation and simulations, while maintaining a positive and supportive learning environment.
- Developing facilitation courses in a timely manner (session plans, PowerPoints, etc.).
- Ensuring that course delivery and associated materials are ASQA and AHPRA compliant, current, and aligned to the appropriate AQF level.
- Undertaking research to prepare and customise existing learning and assessment resources to meet the requirements of students, employers, and industry.
- Reviewing and maintaining teaching and assessment activities and materials.
- Contributing to effective education training programs through the provision of appropriate counselling and flexible teaching strategies.

**Student Support and Assessment Management:** *Managing clinical placements and assessments, supporting students in training programs, and evaluating learning outcomes to maintain high educational standards by:*

- Assessing, organising, and overseeing clinical placements and assessments, including Recognition of Prior Learning (RPL) applications that meet the requirements of the relevant course/Training Package.
- Assisting students to satisfactorily complete accredited training programs through the provision of appropriate teaching, learning support, and educational guidance.
- Providing student assessments, feedback, and results in a timely manner, in line with RTO processes and relevant course/Training Package.
- Participating in the evaluation and assessment of student learning outcomes and the maintenance of high-quality educational standards.



## Aboriginal Health Council of South Australia Ltd.

**Quality Assurance and Compliance:** *Ensuring RTO offerings comply with industry standards, are culturally appropriate and meet the needs of students and the sector by:*

- Regularly conducting validation and moderation activities in line with RTO processes.
- Assisting in the operational activities of the RTO to ensure Australian Quality Training Framework (AQTF), ASQA, and AHPRA compliance is maintained.
- Evaluating the delivery and content of accredited courses to ensure quality, consistency, and cultural integrity are maintained.
- Participating in meetings, activities and networks (both internal and external) relevant to the work of the RTO, including in relation to the cultural considerations associated with RTO offerings.
- Participating in personal professional development to maintain current competence in industry best practices and ensure teaching practices, approaches and content are relevant to student and sector needs.
- Participating in Continuous Quality Improvement (CQI) activities of the RTO.

**Student Support and Engagement:** *Engaging with current and prospective students about RTO courses and enrolment processes, and providing tailored learning support for students participating in courses, in conjunction with the Student Support Officer by:*

- Providing up-to-date, accurate information about RTO programs in response to customer enquiries, in conjunction with the Student Support Officer.
- Advising on student course selection and enrolment processes and assisting prospective students to apply for accredited training programs.
- Providing Recognition of Prior Learning (RPL) services.
- Facilitating individual student learning by providing advice on strategies to overcome learning difficulties and referring to specialist services as needed.
- Maintaining accurate and current records of students, attendance, contact, and their progress.
- Assisting in the dissemination of information about courses and programs offered through the organisation by undertaking appropriate information and marketing activities.

## REQUIREMENTS OF THE POSITION

### 6. Essential Skills, Knowledge, Experience, Qualifications and/or Training

#### 6.1. Knowledge, Skills, Abilities and Behaviours

AHCSA's **Organisational Capability Framework** outlines the essential knowledge, skills, abilities, and behaviours required to succeed in each role. This framework is a critical tool for attracting, recruiting, developing, and retaining a capable, adaptable, and responsive workforce.

The framework defines core and technical capability areas. Core capabilities apply to **all positions**, and technical capabilities are specific to **particular positions** within AHCSA.

The following capabilities have been identified as vital for the effective performance of this position and will be assessed during the recruitment process. These competencies are key to ensuring success and alignment with AHCSA's goals and values.



CAPABILITY AREA	DESCRIPTORS
<b>core capability   PERSONAL ATTRIBUTES</b>	
<p><i>Cultural Respect and Inclusiveness</i></p> <p>Engage stakeholders inclusively, respecting Aboriginal cultural values and diverse community insights to guide actions.</p>	<ul style="list-style-type: none"> <li>• Create opportunities to improve knowledge of teams in diversity and inclusion.</li> <li>• Integrate cultural respect into all professional practice.</li> <li>• Tailor approaches to align with the cultural preferences of Aboriginal people and communities.</li> <li>• Identify and address culturally insensitive practices.</li> </ul>
<b>technical capability   EDUCATION, TRAINING &amp; WORKFORCE DEVELOPMENT</b>	
<p><i>Teaching</i></p> <p>Apply educational theories to meet diverse needs, design flexible learning experiences, and lead strategies to foster engagement.</p>	<ul style="list-style-type: none"> <li>• Review relevant theoretical frameworks about learning and teaching in VET, applying and modeling their use in VET teaching practice.</li> <li>• Lead learning design across varying contexts for a range of delivery methods.</li> <li>• Model a broad range of facilitation techniques.</li> <li>• Lead others to develop facilitation approaches across a range of delivery contexts.</li> </ul>
<p><i>Assessment of Learning</i></p> <p>Design, develop, and evaluate assessment tools to ensure validity, reliability, and industry alignment, adapting methods to diverse contexts and leading continuous improvement through stakeholder consultation and validation.</p>	<ul style="list-style-type: none"> <li>• Lead others in applying relevant theory to improve assessment practice.</li> <li>• Design and implement strategies to ensure assessment tools meet industry and system requirements.</li> <li>• Co-design holistic assessment approaches.</li> <li>• Lead quality assessment practices, exploring opportunities for innovation and improvements.</li> <li>• Coordinate industry validation.</li> <li>• Critically evaluate outcomes and implement improvements to assessment strategies.</li> </ul>

## 6.2. Experience

- Extensive clinical experience working as an Aboriginal Health Worker or nurse in the ACCHO sector.
- Experience in delivering adult education to Aboriginal individuals and groups, applying adult learning principles to educational delivery and assessing and providing feedback to students.
- Experience in using active learning methodologies, such as simulation, case-based learning, role-playing, and practical demonstrations to engage students.
- Experience in instructional design and developing curriculum and assessment in the field of Aboriginal health, and adapting educational materials (where required) to ensure that they are culturally appropriate, accessible and relevant to Aboriginal learners.
- Experience in assessing prior learning for courses (RPL).

## 6.3. Educational/Vocational Qualifications

Date Created: 03/10/2024	Revision No:2.0	Document Title: JPS Clinical Educator / AHP
Date Reviewed:17/06/2026	Document No: DOC_001	Document Owner: CEO
		Page 4 of 5



# Aboriginal Health Council of South Australia Ltd.

- Certificate IV Training and Assessment or equivalent.
- Qualifications in primary health care at Aboriginal Health Worker Certificate IV level, Enrolled Nursing or Registered Nursing level.
- Health practitioner registered with AHPRA, with specialisation in primary health care

## 7. Desirable Experience, Qualifications and/or Training

### 7.1. Experience

- Experience in adult education.
- Experience in educational curriculum development.

### 7.2. Educational/Vocational Qualifications

- Tertiary qualifications in adult education.

## Acknowledged by Occupant

.....

**Print name Signature Date**

Date Created: 03/10/2024	Revision No:2.0	Document Title: JPS Clinical Educator / AHP		
Date Reviewed:17/06/2026	Document No: DOC_001	Document Owner: CEO	Page 5 of 5	