



Aboriginal Health Council of South Australia Ltd.

Position: CLINICAL EDUCATOR / ABORIGINAL HEALTH PRACTITIONER

Work Group: RTO

Reports to: Manager, Clinical Education and Student Experience

Classification Code: Level 6

Employment status: Full time/Part time/Casual employment option available

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 to deliver culturally safe, high-quality education and assessment that develops capable, confident Aboriginal health professionals and strengthens the Aboriginal health workforce across South Australia.

The Clinical Educator / Aboriginal Health Practitioner (AHP) provides specialist expertise in curriculum development, course delivery, assessment, clinical placement coordination and learner support. The role delivers engaging, culturally responsive training across classroom, workplace and blended learning environments, and assesses learner competency using fair, valid and reliable assessment practices that meet ASQA, AQTF and AHPRA requirements.

The position contributes to the development and continuous improvement of accredited training products, learning resources and assessment strategies that reflect contemporary Aboriginal health practice and the needs of the Aboriginal Community-Controlled Health sector. The role exercises advanced professional judgement, autonomy and leadership to ensure training is relevant, industry-aligned and responsive to the needs of students, employers and Member Services. It works collaboratively with RTO colleagues, educators, Member Services and external stakeholders to ensure consistent, high-quality training delivery and learner outcomes.



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3. Organisational relationships and extent of authority

The Clinical Educator / AHP is accountable to and reports to the Manager, clinical education and student experience and works 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 under limited direction 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.
- Current South Australian Drivers License

5. Statement of Key Responsibilities

The Clinical Educator / AHP is responsible for:

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

- Develop and maintain culturally safe, evidence-informed accredited training products, assessment strategies and learning resources that align with contemporary Aboriginal health practice, workforce needs and regulatory requirements
- Design and continuously improve curriculum, learning experiences, teaching methodologies and educational resources that reflect Aboriginal Community-Controlled Health contexts
- Deliver engaging, flexible and culturally responsive training across classroom, workplace and blended learning environments.
- Prepare, deliver and assess qualifications offered by the RTO, including workshop facilitation, simulations and practical demonstrations.
- Ensure course delivery, learning resources and assessment tools are ASQA, AQTF and AHPRA compliant, current and aligned to the appropriate AQF level.
- Undertake research to customise learning and assessment resources to meet student, employer and industry needs.
- Apply adult learning principles and culturally safe teaching strategies to support diverse learners.



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

- Assess learner competency using fair, valid and reliable assessment approaches, including workplace-based assessment where appropriate.
- Maintain the quality and integrity of assessment practices through validation, moderation and continuous improvement.
- Assess, organise and oversee clinical placements and assessments, including RPL applications, ensuring alignment with Training Package requirements.
- Provide timely assessment marking, feedback and results in accordance with RTO processes.
- Support learners to achieve successful educational and employment outcomes through high-quality teaching, mentoring and culturally safe learner wellbeing support.
- Provide advice on strategies to overcome learning difficulties and refer students to specialist services where required.
- Maintain accurate and current records of student attendance, contact, progress and assessment outcomes

Student Experience, Engagement and Stakeholder Coordination: *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:*

- Foster a positive, inclusive and culturally safe learning environment for all students.
- Providing up-to-date, accurate information about RTO programs in in collaboration with the student support officer.
- Support prospective students with course selection, enrolment processes and RPL pathways.
- Engage with Member Services, employers and external stakeholders to support learner progression, placement quality and workforce development.
- Coordinate communication between students, educators, supervisors and host sites to ensure clarity around expectations, assessments and timelines.
- Contribute to initiatives that strengthen community connection and culturally safe learning environments.

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

- Maintain professional practice, industry currency and compliance with educational and regulatory requirements.
- Actively participate in mentoring, professional development and industry currency activities that strengthen teaching quality and educational outcomes.
- Conduct validation and moderation activities in line with RTO processes.
- Assist operational activities to ensure AQTF, ASQA and AHPRA compliance is maintained.
- Evaluate accredited course delivery and content to ensure quality, consistency and cultural integrity.
- Participate in internal and external meetings, networks and activities relevant to RTO operations and cultural considerations.



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- Contribute to Continuous Quality Improvement (CQI) activities across the RTO.

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
core capability PERSONAL ATTRIBUTES	
<i>Cultural Respect and Inclusiveness</i> Engage stakeholders inclusively, respecting Aboriginal cultural values and diverse community insights to guide actions.	<ul style="list-style-type: none"> Create opportunities to improve knowledge of teams in diversity and inclusion. Integrate cultural respect into all professional practice. Tailor approaches to align with the cultural preferences of Aboriginal people and communities. Identify and address culturally insensitive practices.
technical capability EDUCATION, TRAINING & WORKFORCE DEVELOPMENT	
<i>Teaching</i> Apply educational theories to meet diverse needs, design flexible learning experiences, and lead strategies to foster engagement.	<ul style="list-style-type: none"> Review relevant theoretical frameworks about learning and teaching in VET, applying and modeling their use in VET teaching practice. Lead learning design across varying contexts for a range of delivery methods. Model a broad range of facilitation techniques. Lead others to develop facilitation approaches across a range of delivery contexts.



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Assessment of Learning

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.

- Lead others in applying relevant theory to improve assessment practice.
- Design and implement strategies to ensure assessment tools meet industry and system requirements.
- Co-design holistic assessment approaches.
- Lead quality assessment practices, exploring opportunities for innovation and improvements.
- Coordinate industry validation.
- Critically evaluate outcomes and implement improvements to assessment strategies.

6.2. Experience

- Extensive clinical experience working as an Aboriginal Health Worker or nurse in the ACCHO sector.
- Experience delivering adult education using culturally safe, flexible and active learning methodologies.
- 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.

6.3. Educational/Vocational Qualifications

- Certificate IV Training and Assessment or equivalent.
- Qualifications in primary health care (Aboriginal Health Practitioner, 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.
- Experience in assessing prior learning for courses (RPL).

7.2. Educational/Vocational Qualifications

- Tertiary qualifications in adult education.

Acknowledged by Occupant

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Print name Signature Date