

Consultation - Draft Aboriginal and Torres Strait Islander health practice accreditation standard

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Background

The Health Practitioner Regulation National Law Act, as in force in each State and Territory (National Law) empowers the relevant national board to decide whether accreditation functions will be carried out by an external accreditation entity, or a committee established by the relevant board (section 43).

The Aboriginal and Torres Strait Islander Health Practice Board of Australia (the National Board) decided to establish an accreditation committee to carry out the accreditation functions for Aboriginal and Torres Strait Islander health practice profession – the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (the Accreditation Committee).

The role of the Accreditation Committee is to develop and propose accreditation standards to the National Board for approval and to assess and monitor education providers and their programs of study against those approved standards.

The draft accreditation standards are being developed by the Accreditation Committee in accordance with the requirements under the National Law set out in the *Procedures for development of accreditation standards (Procedures)*¹. The Committee's statement of assessment against these requirements is included with these draft accreditation standards.

Under section 46 of the National Law, an accreditation committee may develop accreditation standards for the purpose of assessing education providers and programs of study.

The National Law provides this definition of an accreditation standard:

accreditation standard, for a health profession, means a standard used to assess whether a program of study, and the education provider that provides the program of study, provide persons who complete the program with the knowledge, skills and professional attributes necessary to practise the profession in Australia.

It is a requirement of the National Law that, in developing the accreditation standards, the Accreditation Committee undertakes wide-ranging consultation on the content of the proposed accreditation standards. After the consultation is finished, the Accreditation Committee will propose final accreditation standards to the National Board for approval.

Introduction

Education and training of Aboriginal health workers began in Australia in the 1970s. The Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification (HLT40213) reflects the role of Aboriginal and/or Torres Strait Islander people working to provide a range of clinical primary health care services to clients and communities, including specific health care programs, advice and assistance with, and administration of, medication. These workers can be expected to flexibly assume a variety of job roles and apply a broad range of skills either individually or as a member of a multidisciplinary team.

The Accreditation Committee is responsible for developing the accreditation standards against which education providers and their Aboriginal and Torres Strait Islander health practice programs of study will be assessed when applying for accreditation under the National Law.

The draft Aboriginal and Torres Strait Islander health practice accreditation standards draw upon the standards from the vocational education and training (VET) Quality Framework and, in doing so, recognise the role of the Australian Skills Quality Authority (ASQA), the Victorian Registration and Qualifications Authority (VRQA) and the Training Accreditation Council (TAC) in regulation and quality assurance of VET sector education in Australia in the context of Aboriginal and Torres Strait Islander health practice qualifications.

This approach fosters consistency and efficiency by enabling education providers to use evidence submitted to ASQA, VRQA or TAC and to submit the most recent ASQA, VRQA or TAC compliance audit report as part

¹ The *Procedures* are available at www.ahpra.gov.au/Legislation-and-Publications/AHPRA-Publications.aspx

of the application submitted to the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee.

The accreditation standards

The accreditation standards have been grouped into six overarching fields. Fields 1 – 5 reflect the VET Quality Framework in the context of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification (HLT40213)² as specified in endorsed HLT07 Training Package. Field 6 comprises several other standards specific to the Aboriginal and Torres Strait Islander primary health care practice profession. The fields are:

1. Standards for national vocational education and training regulator (NVR) registered training organisations (RTOs)
2. The Australian Qualifications Framework (AQF)
3. The fit and proper person requirements
4. The financial viability risk assessment requirements
5. The data provision requirements, and
6. Aboriginal and Torres Strait Islander health practice program specific standards.

In Field 6, each standard includes a list of one or more criteria. The list of criteria details specific outcomes that must be evidenced in order to meet the respective standard. It is the responsibility of the education provider to provide appropriate supporting evidence for every claim that it has met (or will meet) the criteria. If an education provider does not meet any of the criteria, but has plans in place to meet such criteria, the education provider should include a detailed explanation about how and when it intends to meet that criterion/criteria.

Pre-requisites for assessment by the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee

The Accreditation Committee will assess only education providers that are currently registered to deliver the Certificate IV Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification (HLT40213) with the relevant Australian regulatory and quality agency. These agencies are:

- the Victorian Registration and Qualifications Authority (VRQA) for vocational education and training (VET) sector training organisations and providers in Victoria
- the Training Accreditation Council (TAC) for VET sector training organisations and providers in Western Australia, and
- the Australian Skills Quality Authority (ASQA) for VET sector training organisations and providers in other States and Territories.

This means an education provider must hold current VRQA, TAC or ASQA registration as a registered training organisation with the Certificate IV Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification prior to applying to the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee.

² The review of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) qualification has been completed and the title and code of the qualification is now HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice. The revised qualification code and title are used in this public consultation version.

Field 1: Standards for education providers

The education provider must demonstrate that it meets the following standards, which are based on essential standards for continuing registration, as a registered training organisation with ASQA, VRQA or TAC, (SNR 15 – 25 of Standards for NVR Registered Training Organisations 2012).

Accreditation Standard 1.1

The education provider provides quality training and assessment across all of its operations.

To meet this standard, the education provider must provide evidence that:

- 1.1.1 it collects, analyses, and acts on relevant data for continuous improvement of training and assessment
- 1.1.2 it has developed, through effective consultation with industry, strategies for training and assessment that meet the requirements of the HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice
- 1.1.3 it uses staff, facilities, equipment and training and assessment materials that are consistent with the requirements of the HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice and the education provider's own training and assessment strategies and are developed through effective consultation with industry
- 1.1.4 its training and assessment is delivered by trainers and assessors who:
 - a) have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors
 - b) have the relevant vocational competencies at least to the level being delivered or assessed
 - c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
 - d) continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence
- 1.1.5 it ensures assessment, including Recognition of Prior Learning (RPL):
 - (a) meets the requirements of the HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice
 - (b) is conducted in accordance with the principles of assessment and the rules of evidence
 - (c) meets workplace and, where relevant, regulatory requirements, and
 - (d) is systematically validated.

Accreditation standard 1.2

The education provider adheres to principles of access and equity and maximises outcome for its students, as follows.

To meet this standard, the education provider must provide evidence that:

- 1.2.1 it establishes the needs of students, and delivers services to meet these needs
- 1.2.2 it continuously improves student services by collecting, analysing and acting on relevant data
- 1.2.3 before students enrol or enter into an agreement, it informs them about the training, assessment and support services to be provided, and about their rights and obligations

- 1.2.4 it ensures employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment
- 1.2.5 it ensures learners receive training, assessment and support services that meet their individual needs
- 1.2.6 it ensures learners have timely access to current and accurate records of their participation and progress, and
- 1.2.7 it provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.

Accreditation Standard 1.3

The education provider's management systems are responsive to the needs of students, staff and stakeholders, and the environment in which the education provider operates.

To meet this standard, the education provider must provide evidence that:

- 1.3.1 management of its operations ensures student receive the services detailed in their agreement with the education provider
- 1.3.2 it uses a systematic and continuous improvement approach to the management of operations
- 1.3.3 it monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the VET Quality Framework, and
- 1.3.4 it manages records to ensure their accuracy and integrity.

Accreditation Standard 1.4

The education provider has governance arrangements in place, as follows.

- 1.4.1 The education provider's Chief Executive must ensure that the education provider complies with the VET Quality Framework. This applies to all of the operations within the education provider's scope of registration, as listed on the National Register.
- 1.4.2 The education provider must also explicitly demonstrate how it ensures the decision making of senior management is informed by the experiences of its trainers and assessors.

Accreditation Standard 1.5

- 1.5.1 The education provider must co-operate with the Accreditation Committee:
 - (a) in the conduct of assessments and the monitoring during the period of accreditation
 - (b) by providing accurate and timely data relevant to measures of its performance
 - (c) by providing information about significant changes to its operations
 - (d) by providing information about significant changes to its ownership, and
 - (e) in the retention, archiving, retrieval and transfer of records consistent with the National VET Regulator's requirements.

Accreditation Standard 1.6

The education provider complies with all relevant legislation and regulatory requirements.

To meet this standard, the education provider must provide evidence that it:

- 1.6.1 complies with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its operations and its scope of registration.

- 1.6.2 ensures its staff and students are fully informed of legislative and regulatory requirements that affect their duties or participation in vocational education and training.

Accreditation Standard 1.7

The education provider must hold, and maintain, public liability insurance at all times.

Accreditation Standard 1.8

The education provider must:

- 1.8.1 demonstrate, on request to the Accreditation Committee that it is financially viable at all times during the period of its registration as a training organisation
- 1.8.2 provide evidence that it provides the following fee information to each student:
- (a) the total amount of all fees including course fees, administration fees, materials fees and any other charges
 - (b) payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee
 - (c) the nature of the guarantee given by the education provider to complete the training and/or assessment once the student has commenced study in their chosen qualification or course
 - (d) the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment, and
 - (e) the education provider's refund policy.
- 1.8.3 provide evidence that when it collects student fees in advance it complies with one of the following five acceptable options:
- (a) (Option 1) the education provider is administered by a State, Territory or Commonwealth government agency
 - (b) (Option 2) the education provider holds current membership of an approved Tuition Assurance Scheme
 - (c) (Option 3) the education provider may accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Once the course has commenced, the education provider may require payment of additional fees in advance from the student up to a total of \$1,500 which is attributable to tuition or other services yet to be delivered
 - (d) (Option 4) the education provider holds an unconditional financial guarantee from a bank operating in Australia for no less than the full amount of funds held by the education provider which are prepayments from students (or future students) for tuition to be provided by the education provider to those students, or
 - (e) (Option 5) the education provider has alternative fee protection measures of equal rigour approved by the National VET Regulator.

Accreditation Standard 1.9

The education provider complies with relevant requirements for certification, issuing and recognition of qualifications and statements of attainment.

To meet this standard, the education provider must provide evidence that:

- 1.9.1 the qualifications document that it issues persons whom it has assessed as competent in accordance with the requirements of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice:
- (a) meets the Australian Qualifications Framework (AQF) requirements

- (b) identifies the education provider by its national provider number from the National Register, and
 - (c) includes the NRT logo in accordance with current conditions of use
- 1.9.2 it recognises AQF and VET qualifications and VET statements of attainment issued by any other registered training organisation
- 1.9.3 it retains student records of attainment of units of competency and qualifications for a period of 30 years
- 1.9.4 it provides returns of its student records of attainment of units of competency and VET qualifications to the National VET Regulator on a regular basis, as determined by the National VET Regulator, and
- 1.9.5 it meets the requirements for implementation of a national unique student identifier.

Accreditation Standard 1.10

The education provider ensures accuracy and integrity of its marketing.

To meet this standard, the education provider must:

- 1.10.1 ensure its marketing and advertising of AQF and VET qualifications to prospective students is ethical, accurate and consistent with its scope of registration, and
- 1.10.2 use the NRT logo only in accordance with its conditions of use.

Accreditation Standard 1.11

The education provider has a plan to manage the transition to HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

To meet this standard, the education provider must demonstrate that it has (or will) manage the transition from the superseded HLT43907 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) so that it delivers only the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice by July 2014.

Field 2: Australian Qualifications Framework

The Australian Qualifications Framework is the quality assured national framework of qualifications, including those delivered in the VET sector, in Australia.

Accreditation Standard 2

To meet this standard, the education provider must:

- 2.1 identify how the qualifications document it issues to persons whom it has assessed as competent in accordance with the requirements of the HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice:
 - (a) meets the Australian Qualifications Framework requirements
 - (b) identifies the RTO by its national provider number from the National Register, and
 - (c) includes the Nationally Recognised Training (NRT) logo, in accordance with the current conditions of use
- 2.2 confirm that it will recognise the AQF and VET qualifications and VET statements of attainment issued by any other RTO
- 2.3 retain student records of attainment of units of competency and qualifications for a period of 30 years
- 2.4 identify how it will provide returns of its student records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis, as determined by the National VET Regulator, and

2.5 meet the requirements for implementation of a national unique student identifier.

Field 3: The fit and proper person requirements

Accreditation Standard 3

The education provider must demonstrate that it complies with the VET Quality Framework Fit and Proper Person Requirements 2011,³ in the context of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) and the respective packaging rules.

To meet this standard, the education provider must provide evidence that the relevant regulator (ASQA, VRQA or TAC) has assessed the provider as meeting the fit and proper person requirements specified in the VET Quality Framework (or in WA or Victoria, against the AQTF standards, where applicable), including information about when the assessment was made; and a declaration from the provider that it continues to meet the requirements.

Field 4: The financial viability risk assessment requirements

Accreditation Standard 4

The education provider must demonstrate that it complies with the VET Quality Framework Financial Viability Risk Assessment Requirements 2011⁴ in the context of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213).

To meet this standard, the education provider must provide evidence that the relevant regulator (ASQA, VRQA or TAC) has assessed the provider as meeting the Financial Viability Risk Assessment Requirements as specified in the VET Quality Framework (or in WA or Victoria, against the AQTF standards, where applicable), including information about when the assessment was made; and a declaration from the provider that it continues to meet the requirements.

Field 5: The data provision requirements

Accreditation Standard 5

The education provider must demonstrate that it complies with the VET Quality Framework Data Provision Requirements 2012⁵ in the context of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213).

To meet this standard, the education provider must provide evidence that it has been assessed by the relevant regulator (ASQA, VRQA or TAC) as meeting the data provision requirements as specified in the VET Quality Framework (or in WA or Victoria, against the AQTF standards, where applicable), including information about when the assessment was made; and a declaration from the provider that it continues to meet the requirements and submits annual summary reports to the National VET Regulator against the quality indicators.

³ Standards made by the Minister for Tertiary Education, Skills, Jobs and Workplace Relations under subsection 186(1) of the *National Vocational Education and Training Regulator Act 2011*.

⁴ Legislative instrument made by ASQA under subsection 158(1) of the *National Vocational Education and Training Regulator Act 2011*, F2011L01405.

⁵ Legislative instrument made by the Minister for Tertiary Education, Skills, Science and Research, under subsection 187(1) of the *National Vocational Education and Training Regulator Act 2011* F2013L00160; and Amendment no. 1 to the *Data Provision Requirements 2012*, registered on the Federal Register of Legislative Instruments, 5 February 2013, F2013L01115.

Field 6: Aboriginal and Torres Strait Islander health practice program specific requirements

In addition to meeting the requirements of Accreditation Standards 1 – 5 the education provider must meet the following standards in the context of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213).

Accreditation Standard 6.1

The education provider has in place robust and well defined governance arrangements.

To meet this standard, the education provider must provide evidence that it:

- 6.1.1 has in place risk management plans and processes that support the design and delivery of the units of competency within the training package, and
- 6.1.2 has in place policies and procedures that ensure staff recruitment, appointment and promotion are based on merit and are free from bias.

Accreditation Standard 6.2

The education provider actively seeks stakeholder participation to maintain the currency and relevance of its design and delivery of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) to the community, and to advocate for the education and training of its students.

To meet this standard, the education provider must provide evidence that it:

- 6.2.1 engages with relevant stakeholders including representatives of Aboriginal and Torres Strait Islander communities⁶
- 6.2.2 includes amongst its stakeholders those parties that provide clinical placements, professional associations, employers, other education providers, community groups, representatives from the Aboriginal and Torres Strait Islander health sector, students and others
- 6.2.3 monitors current workforce trends in the Aboriginal and Torres Strait Islander health practice profession
- 6.2.4 obtains knowledge of the current health requirements of Aboriginal and Torres Strait Islander communities
- 6.2.5 enters into formal partnerships with industry stakeholders, where these are required to meet industry needs, and
- 6.2.6 enters into formal agreements with external partners including communities and facilities or agencies that provide placements for students.

Accreditation Standard 6.3

The education provider allocates a level of funding to the program that ensures the performance criteria and elements of the units within the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) are met.

To meet this standard, the education provider must provide evidence that it:

- 6.3.1 allocates sufficient funding for the human and physical resources required to deliver the Certificate IV qualification, and

⁶ Evidence of engagement with stakeholders, including communities, will vary depending on the location of the RTO and includes (but is not limited to) meetings with Medicare Locals, industry, AMS, etc. to discuss delivery of the Certificate IV qualification, or inclusion of representatives of its stakeholders on course advisory committees or reference groups.

- 6.3.2 ensures the size and scope of the course leading to the Certificate IV qualification is commensurate with the allocated funding.

Accreditation Standard 6.4

Where the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) is delivered across multiple campuses or teaching sites, or where variable modes of delivery are offered, the education provider uses processes to maintain equivalent educational standards and equity of access to resources.

To meet this standard, the education provider must provide evidence that it implements processes that demonstrate:

- 6.4.1 equivalence of educational standards across multi-campus arrangements, and
- 6.4.2 equivalence of educational standards and operational processes where variable modes of delivery such as distance, or e-learning are offered.

Accreditation Standard 6.5

Design and delivery of the units of competency within the training package are undertaken by appropriate staff, informed by the outcomes of the quality assurance mechanisms and involve consultation with appropriate educational experts, employers and relevant stakeholders.

To meet this standard, the education provider must provide evidence that it:

- 6.5.1 establishes a committee of appropriately qualified people including Aboriginal and Torres Strait Islander people, to oversee the design and delivery of units of competency within the training package to ensure they reflect the health needs of the Aboriginal and Torres Strait Islander population
- 6.5.2 has clearly defined policies and procedures on the design, delivery and review of the units of competency within the training package
- 6.5.3 ensures Aboriginal ways of learning and student views are considered in the design and delivery of the units of competency within the training package
- 6.5.4 supports staff engagement with primary health care practice relevant to the Certificate IV qualification, and
- 6.5.5 supports staff to undertake professional development that is relevant to the Certificate IV qualification.

Accreditation Standard 6.6

The education provider establishes, maintains and communicates program objectives, complies with the packaging rules and utilises culturally appropriate and sensitive teaching, learning and assessment methods in a culturally safe environment.

To meet this standard, the education provider must provide evidence that it:

- 6.6.1 ensures the teaching, learning and assessment methods and practices
- a) are consistent with the packaging rules for the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
 - b) reflect contemporary evidence-based education practices
 - c) are culturally appropriate and sensitive
 - d) encompass Aboriginal ways of learning
 - e) create a culturally safe environment

- 6.6.2 clearly defines and communicates the program objectives to students prior to enrolment and during the program of study
- 6.6.3 ensures any particular emphasis or focus by the education provider in the way it designs and delivers the training package is consistent with the required competencies and professional capabilities of Aboriginal and Torres Strait Islander health practitioners
- 6.6.4 communicates to all staff and students any particular emphasis or focus by the education provider in its design and delivery of the training package
- 6.6.5 has established and clearly articulated the teaching and learning methods it uses to deliver the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.6.6 uses teaching and learning methods which reflect the performance criteria and elements of the units specified in the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) training package, and
- 6.6.7 uses a range of teaching and learning methods that reflect contemporary evidence-based educational practices, are culturally appropriate and sensitive and encompass Aboriginal ways of learning.

Accreditation Standard 6.7

The education provider must ensure its program structure and length and the sequencing of units of competency are designed to develop graduate readiness to engage in safe and effective practice of the Aboriginal and Torres Strait Islander health practice profession.

To meet this standard, the education provider must provide evidence that the design and delivery of the program of study:

- 6.7.1 is structured, i.e. content is sequenced, to progressively attain the required competencies and professional capabilities to apply for registration as an Aboriginal and Torres Strait Islander health practitioner
- 6.7.2 is of a duration that enables achievement of required competencies and professional capabilities to apply for registration as an Aboriginal and Torres Strait Islander health practitioner
- 6.7.3 complies with all the packaging rules that apply to clinical training and/or clinical education across the units of competency within the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) training package
- 6.7.4 is structured to deliver core and elective units that comply with the packaging rules for the Certificate IV qualification
- 6.7.5 has integrated learning throughout the program and across units of competency
- 6.7.6 integrates theoretical knowledge and clinical practice throughout the program
- 6.7.7 provides opportunities for multi-disciplinary learning, and
- 6.7.8 clearly maps program content and assessment to the performance criteria and elements of the units of competency within the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) training package.

Accreditation Standard 6.8

The education provider has and implements management policies and procedures for its Certificate IV qualification.

To meet this standard, the education provider must provide evidence that it has in place policies and procedures that are regularly reviewed and updated, and:

- 6.8.1 link the program title, abbreviations and codes to the protected titles for the Aboriginal and Torres Strait Islander health practice profession under the National Law

- 6.8.2 address the recruitment and promotion of suitably qualified teaching staff, support staff and clinical supervisors
- 6.8.3 meet the requirements of packaging rules regarding program delivery and assessment by a suitably qualified Aboriginal or Torres Strait Islander person
- 6.8.4 ensure assessors meet packaging rules of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.8.5 ensure, when relevant, clinical education and training undertaken in simulated learning environments encompasses Aboriginal ways of learning and complies with all the packaging rules of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.8.6 lawfully manage:
 - a) students with impairments that may affect fitness to practise
 - b) inappropriate student professional conduct
 - c) mandatory notification
 - d) police checks related to criminal history and working with children, and
- 6.8.7 address student progression and link it to attainment of the required competencies.

Accreditation Standard 6.9

Admissions policies and procedures are fair and transparent, ensure equal opportunity and allow appeal when required.

To meet this standard, the education provider must provide evidence that it:

- 6.9.1 has admissions policies and procedures that:
 - a) clearly articulate selection criteria
 - b) ensure any requirements for literacy and numeracy assessment comply with the packaging rules of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
 - c) ensure equal opportunity for entry
 - d) ensure any requirements for proof of Aboriginal and/or Torres Strait Islander identity comply with the packaging rules of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) and jurisdiction specific legislation
 - e) outline any specific requirements related to undertaking the clinical placement program such as police checks for criminal history and working with children
- 6.9.2 has a clearly defined policy for awarding credit that provides a basis for validating claims made by the education provider
- 6.9.3 has a clearly defined policy for awarding recognition of prior learning that
 - a) allows for culturally appropriate assessment techniques
 - b) recognises relevant life and work experience in addition to appropriate qualifications
 - c) is assessed by an appropriately trained assessor to determine the outcome of the application
 - d) provides a basis for validating relevant claims made by the education provider
- 6.9.4 has an appeals process for admissions decisions
- 6.9.5 has a rationale for determining the size and nature of the student intake

- 6.9.6 takes into account its capacity to resource the program at all stages as part of its determination of the size and nature of the student intake
- 6.9.7 informs students of regulatory requirements to practise as a registered Aboriginal and Torres Strait Islander health practitioner, and
- 6.9.8 informs students of any jurisdiction specific limitations on scope of practice of Aboriginal and Torres Strait Islander health practitioners.

Accreditation Standard 6.10

Students must receive adequate support to assist with progression; this includes identification of students at risk of not progressing.

To meet this standard, the education provider must provide evidence that it:

- 6.10.1 ensures there is adequate student support services including referral to counselling, health and academic advisory services to facilitate progression
- 6.10.2 ensures there are student support services for students with special needs and for students from targeted access schemes, including learning needs support where required
- 6.10.3 employs a process for identifying students at risk of not progressing, and
- 6.10.4 refers students at risk of not progressing to appropriate remediation programs that address academic, health or cultural issues as required.

Accreditation Standard 6.11

The education provider uses quality assurance mechanisms which lead to continuous improvement of its delivery of the Certificate IV qualification and measure the quality of graduates from the program.

To meet this standard, the education provider must provide evidence that it:

- 6.11.1 clearly describes its quality assurance mechanisms
- 6.11.2 implements a range of methods to evaluate its design and delivery of the Certificate IV qualification for example student, graduate, trainer and stakeholder feedback, unit of competency and program evaluation, and graduate destination surveys
- 6.11.3 has a schedule for review of the design and delivery of its Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.11.4 clearly defines the organisational structure for management and review of its delivery of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.11.5 has an operational plan for its design and delivery of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.11.6 defines the powers of, and terms of reference for, committees responsible for design and delivery of the Certificate IV qualification
- 6.11.7 uses the results of all evaluative methods to inform its design and delivery of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.11.8 actively encourages students and graduates to provide feedback about its design and delivery of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.11.9 addresses issues, recommendations and conditions from previous Accreditation Committee reports, and ASQA audit reports where relevant, and demonstrates implemented changes and/or a schedule for planned changes, and
- 6.11.10 ensures evaluation of assessment decisions are included in the quality assurance processes.

Accreditation Standard 6.12

The education provider complies with assessment requirements for the Certificate IV qualification, uses a variety of assessment methods which address the variable needs of Aboriginal and Torres Strait Islander students and has an appeals process for assessment decisions.

To meet this standard, the education provider must provide evidence that it:

- 6.12.1 has an assessment plan, including policies and practices which relate to the relevant unit's performance criteria and elements
- 6.12.2 makes the assessment plan available to all students and staff
- 6.12.3 employs a range of assessment methods to address the various learning styles of Aboriginal and Torres Strait Islander students
- 6.12.4 ensures assessments are undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:
 - a) Aboriginal or Torres Strait Islander; or
 - b) accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care
- 6.12.5 engages an appropriate balance between formative and summative assessment
- 6.12.6 provides regular and timely feedback to students on assessment tasks, and
- 6.12.7 has an appeals policy that allows for review of assessment decisions.

Accreditation Standard 6.13

The program provides each student with primary health care experiences across the scope of practice expected of entry level Aboriginal and Torres Strait Islander health practice professionals within the relevant jurisdiction, and supports attainment of all the required competencies and professional capabilities of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213).

To meet this standard, the education provider must provide evidence that it:

- 6.13.1 provides a variety of primary health care training settings to deliver the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213)
- 6.13.2 considers the structure of the clinical training program in terms of range, timing and duration of placements/training to allow attainment of the required competencies and professional capabilities
- 6.13.3 provides primary health care practical training that covers the scope of practice expected of entry level Aboriginal and Torres Strait Islander health practice professionals
- 6.13.4 undertakes progressive assessment of students' attainment of the required competencies and professional capabilities
- 6.13.5 emphasises practice and clinical decision-making skills that are evidence-based
- 6.13.6 ensures education and training provides students with the opportunity to reflect on practice
- 6.13.7 effectively manages the arrangements for each student's clinical education and training placements
- 6.13.8 ensures students experience adequate clinical education and training placements to support attainment of the required competencies and professional capabilities
- 6.13.9 ensures each student's education and training includes exposure to an appropriate range of experiences and patient case-mix to graduate as a safe and competent Aboriginal and Torres Strait Islander health practice professional

- 6.13.10 ensures each student's clinical education and training is supervised by a suitably qualified, and when required by law, registered practitioner
- 6.13.11 ensures each clinical placement is coordinated by a suitably qualified person responsible for effective management of that placement
- 6.13.12 disseminates appropriate information to students, clinical supervisors and coordinators regarding clinical placements such as roles and responsibilities, expectations for performance and conduct
- 6.13.13 assesses each student's attainment of the required competencies and professional capabilities
- 6.13.14 ensures students understand the scope of the Aboriginal and Torres Strait Islander health practice profession including any jurisdiction-specific statutory limits on administration of medications
- 6.13.15 ensures all required units of competency of the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) are delivered and assessed including the 'working with medicines' unit, and
- 6.13.16 ensures all units of competency are assessed by a suitably qualified and registered practitioner, and that assessment of the 'working with medicines' competencies is overseen by health practitioner who can legally supply medicines such as a registered ATSIHP practitioner in NT or a registered nurse in other jurisdictions.

DRAFT

Glossary

Aboriginal ways for learning	A learning framework that can change in different settings and broadly comprises eight interconnected pedagogies involving narrative-driven learning, visualised learning plans, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.
Certificate IV qualification	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) as specified in endorsed HLT07 Training Package
Clinical education and training	The performance of professional procedures and/or processes, including experience providing primary health care, by a student or a group of students whilst receiving guidance and feedback from a clinical supervisor for the purpose of developing the required competencies and professional capabilities required to engage in safe and effective practice as a registered Aboriginal and Torres Strait Islander health practitioner
Clinical training	Clinical education
Clinical supervisor	An appropriately qualified and registered practitioner who guides student education during clinical placements. The clinical supervisor's role may encompass educational, support and managerial functions. The clinical supervisor is responsible for ensuring safe, appropriate and high-quality client/patient care.
Culturally safe environment	An environment in which individual culture and identity is respected and acknowledged, a sense of shared meaning, experience and knowledge is promoted and in which individuals feel respected and are safe from assault and challenge.
Education provider	A tertiary education institution or registered training organisation (RTO)
Packaging rules	The rules about which units of competency can be combined to make up a valid qualification. Found in the Qualifications Framework of each Training Package.
Professional capabilities	Those required to practise the Aboriginal and Torres Strait Islander health practice profession
Program of study or program	In the context of this document, this means the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (HLT40213) as specified in endorsed HLT07 Training Package
Program objectives	The education provider's own objectives for delivery of its program leading to the Certificate IV qualification
Required competencies	The units of competency against which students are assessed for successful completion of the Certificate IV (HLT40213) qualification
Stakeholders	Stakeholders relevant to education providers delivering the Certificate IV qualification will include (but are not limited to): employers including Aboriginal Medical Services, Aboriginal Community Controlled Health Services, government, and others

List of acronyms

AQF	Australian Qualifications Framework
AQTF	Australian Qualifications Training Framework
ASQA	Australian Skills Quality Authority
NRT logo	National Recognised Training logo
NVR	National vocational education and training regulator
RTO	Registered Training Organisation
SNR	Standards for NVR Registered Training Organisations
TAC	Training Accreditation Council (WA)
VET	Vocational Education and Training
VRQA	Victorian Registration and Qualifications Authority