

APPENDIX 5: WORK LEVEL DEFINITIONS

APPENDIX 5A: ALLIED HEALTH PROFESSIONALS WORK LEVEL DEFINITIONS

DEFINITIONS

“Agency”

means an administrative unit or Agency as defined by the South Australian Government Wages Parity (Salaried) Enterprise Agreement 2010.

“Allied Health Professionals (AHP)”

means employees who are employed in vocational groups listed in Appendix 1. Allied Health Professionals are required to be tertiary qualified having completed recognised undergraduate university degrees to enable them to either obtain State or Territory registration; licence or accreditation to practice; or are eligible to join the relevant professional association.

“Co-ordination”

means the organising of employees, activities and, students where necessary, to meet operational requirements which contributes to the timeliness, effectiveness, quality and efficiency of a work unit.

“Complex”

means professional work which is characterised by ambiguity and/or novelty.

“Crucial”

means that a component, an issue, or a decision is fundamental to subsequent actions, considerations and decisions.

“Disciplines”

means allied health disciplines which are clinical healthcare professions distinct from medicine, dentistry, nursing and medical scientists.

“Managerial Responsibilities”

means an Allied Health Professional who:

1. is required to determine operational policy and procedures for a work unit within the framework of an Agency's requirements; and
2. is required to ensure the timeliness, effectiveness, quality and efficiency of a work unit; and
3. has significant independence of action including the use or allocation of both financial and human resources within the constraints or guidelines laid down by executive management; and
4. undertakes human resource management functions including planning, developing and implementing programs associated with equal employment opportunity and occupational health, safety and welfare within the functional area of responsibility; and
5. trains staff, co-ordinates workflow processes, ensures quality of output of the work unit, conducts performance assessment and review, staff counselling, career planning and development.”

“Multi-disciplinary”

means the combination of several health professional and/or non-professional health related disciplines.

“Papers”

means published refereed papers and refereed conference papers of operational or theoretical interest to other discipline-based Allied Health Professionals.

“Profession”

means a disciplined group of individuals who adhere to high ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised, organised body of learning derived from education and training at a high level, and who are prepared to exercise this knowledge and these skills in the interest of others shall take precedence over other considerations.’ Inherent in this definition is the concept that the responsibility for the welfare, health and safety of the community.

“Professional/Clinical supervision”

means the form of control exercised, and may include guidance and monitoring, over other Allied Health Professionals demanding professional judgement, including:

- Assessing the application of discipline standards;
- Weighing and discussing professional approaches used;
- Determining professional solutions; and
- Verification and validation of results.

“Region”

refers to a geographical area in which services are provided by an Agency. Generally the geographical area is part of a State-wide service provided by an Agency and may be described accordingly.

“Specialising”

refers to work which focuses on one operationally narrow aspect within a professional discipline using either acquired experience or a combination of acquired experience and discipline study.

“Specialist”

means an Allied Health Professional who has acquired through study and application special subject knowledge which is recognised by peers to be different, distinctive or unique.

“Work Unit”

refers to an organisational group of employees which must include Allied Health Professionals. The work unit may be described as a section or division by the Agency.

“Zone”

means a specified geographical area within a Region (as defined) in which services are provided by an Agency.

ALLIED HEALTH PROFESSION LEVEL 1

- AHP 1 comprises both newly qualified AHP and developing AHPs.
- Employees at this level demonstrate at least a competent level of professional knowledge and skill. As experience is gained, AHPs are able to independently undertake routine professional tasks.
- Employees participate in professional and/or *multi-disciplinary* teams, operating at the level of basic tasks to routine professional tasks commensurate with level of experience.
- Duties undertaken independently at this level are generally of a routine and non repetitive nature, with more *complex* professional decisions and problem solving made under the *professional/clinical supervision* or professional guidance of a more experienced practitioner.
- As the AHP gains experience the AHP 1 will exercise greater levels of independent professional judgement.

***Graduates**

Qualifications

Entry level AHPs:

- a) appointed to positions requiring an appropriate discipline-based minimum three year under graduate degree qualification or equivalent will commence at AHP 1, first increment.
- b) appointed to positions requiring an appropriate discipline-based minimum four year under graduate degree qualification or equivalent will commence at the AHP 1, second increment.
- c) who hold a 2-year Masters with a non-allied health undergraduate degree will be appointed at AHP 1, third increment.

* After working as a Graduate for 12 months, employees may be required to provide *professional/clinical supervision* to undergraduate students on observational placements and to work experience students.

Peer Assessment Process

In recognition of advanced skills and experience relevant to their *profession*, permanently appointed AHPs who have been at the top increment of AHP 1 for 12 months or greater can apply to a Peer Assessment Panel for assessment to progress to AHP 2.

A supervisor or manager of an eligible AHP 1 may initiate an application for assessment by the Peer Assessment Panel for that employee without the need for that AHP to complete 12 months at the top increment of AHP 1. Such an application is subject to assessment by the Peer Assessment Panel.

In determining if an AHP will progress to AHP 2, the Peer Assessment Panel will consider the following:

1. the work level definition of AHP 2 as defined has been met; and
2. the AHP's professional:
 - a) performance;
 - b) aptitude;
 - c) experience;
 - d) responsibilities; and
 - e) initiative.
3. and that the AHP has complied with all requirements of their current management-approved Performance Review and Development plan.

The Peer Assessment Panel will include a discipline specific allied health representative (at a minimum level of an AHP 3) and an allied health management representative. An *Agency* may opt to have a human resources representative on the Peer Assessment Panel.

Following assessment should an AHP not progress to AHP 2 the relevant supervisor or manager will be responsible for implementing a Performance Review and Development Plan in consultation with the AHP to address any issues arising from the assessment.

Should an AHP be assessed as not meeting the criteria for progression the AHP will not be eligible to apply for progression until such time as the relevant supervisor or manager is satisfied that the issues have been satisfactorily addressed through the Performance Review and Development Plan process.

The Peer Assessment Process does not remove or diminish the opportunity for an AHP to apply for a reclassification. A reclassification application will be considered and determined in accordance with existing *Agency* policies and procedures.

ALLIED HEALTH PROFESSIONAL LEVEL 2

Employees at AHP 2 will:

- a) Demonstrate increased professional expertise, competence and experience to perform any standard professional task within the discipline.
- b) Have attained greater specialised knowledge within the discipline.
- c) Provide professional services to client groups in circumstances requiring increasingly *complex* practice skills.
- d) Exercise greater *specialist/generalist* knowledge within the discipline and achieve higher level of outcomes under reduced *professional/clinical supervision* within the discipline.
- e) Apply professional judgement to select and apply new and existing methods and techniques.
- f) Demonstrate expertise obtained through appropriate professional development and operational experience or tertiary qualification(s), post graduate education or other formal qualification(s).

The above requirements constitute the work definition for the Peer Assessment Process as described.

Work undertaken at this level may involve a combination of:

- a) Providing *professional/clinical supervision*, support and oversight of AHP 1 and/or technical and support staff.
- b) Assisting in planning, implementing and reporting on services.

- c) Utilising knowledge and skills in contributing to research and/or service development activities of the relevant discipline or service area.
- d) Identifying opportunities for improvement in professional tasks including developing and leading ongoing quality improvement activities with other staff.
- e) Contributing to professional research and participate in the provision of professional in-service education programs to staff and students.
- f) Project *co-ordination* which will require organisation and implementation of specific tasks or projects.

An AHP who holds a 2-year Masters with a related allied health undergraduate degree will be appointed at AHP 2, first increment.

AHP 2s may have a clinical, co-ordination, education or research focus or may involve elements of all pathways such as:

Clinical	Co-ordinator	Education/Research
Professional Clinician/Practitioner	Team Co-ordinator	Clinical Educator
Rural Generalist	Project Co-ordinator	Clinical Researcher

(1) Professional Clinician/Practitioner / Rural Generalist includes the following:

- a) An AHP who possesses and works within a recognised professional specialty within their discipline requiring professional expertise and knowledge.
- b) An AHP with generalist skills who would usually work in a regional or rural area and would possess professional skills enabling them to work across a range of professional areas within their discipline.
- c) An experienced and competent clinician/practitioner who delivers quality and contemporary services and provides *profession-specific* professional leadership.
- d) Provides *professional/clinical supervision*, mentorship and oversight to some staff, and may be responsible for other AHPs within their *work unit* having access to *professional/clinical supervision*.
- e) May provide professional leadership in the relevant network, including facilitating access to relevant training for professional staff; leading improvements in the safety and quality of professional services.
- f) Contributes to improvements in the client/patient journey driven distribution of services, which may include assisting the identification of new service models in response to *Agency* directions.
- g) Apply sound level evidence and judgement by informing on service quality and service improvement activities, shaping service delivery and making a contribution to the wider development of technical competence.

(2) Team Co-ordinator / Project Co-ordinator

- a) An AHP 2 Team Co-ordinator will normally have an operational/supervisory role in a small to medium sized team. This would be under the direction of a Department Head.
- b) May deputise for professional head of a small *work unit*.
- c) An AHP 2 Project Co-ordinator will be responsible for discrete projects or for areas of policy that are considered to be *complex* requiring discipline knowledge and experience which are undertaken under limited direction.

(3) Clinical Educator / Clinical Researcher

- a) *Professional/clinical supervision*, research and an appropriate evaluation of professional tasks.
- b) Supervising students, multidisciplinary student teams or continuing professional development for AHPs.

ALLIED HEALTH PROFESSIONAL LEVEL 3

Employees at AHP 3 will have a clinical, management, education or research focus, or may involve elements of all pathways. An AHP at this level will be exercising skills, experience and knowledge that exceed AHP 2.

Clinical	Management	Education/Research
Senior Clinician/Practitioner	Manager	Senior Clinical Educator
Senior Rural Generalist	Project Manager	Senior Researcher

(1) Senior Clinician/Practitioner / Senior Rural Generalist

A Senior Clinician/Practitioner (AHP 3) will:

- a) Be *specialising* within a discipline (including increased depth and breadth of knowledge and skill as a Rural Generalist).
- b) Provide a consultancy service in their area of expertise across a *work unit, region* or professional network.
- c) Provide advice to management on professional service delivery development, practice and redesign in response to demand and client needs.
- d) Provide *professional/clinical supervision* to other health professionals or other technical, operational and support staff as well as have a professional/clinical caseload.
- e) Contribute to education activities related to their area of expertise.

(2) Manager / Project Manager

This is the first level where an AHP may have *managerial responsibilities*.

In addition to possessing the ability to apply professional skills as described in (1) above, a Manager / Project Manager (AHP 3) will be responsible for components of the following:

- a) The leadership, guidance and/or line management of a *multi-disciplinary* team or *specialist* team that may work across a *region* or professional network.
- b) Attainment of *work unit* operational goals and objectives and the facilitation and application of human resource principles including performance management and development.
- c) Line supervision of other health professionals or other technical, operational and support staff as well as a professional/clinical caseload.
- d) May deputise for a Director/Department Head.
- e) Provision of clinical supervision within own team and or discipline.
- f) Managing projects which may involve personnel from either one or a variety of professional *disciplines*.
- g) Initiating and managing programs and investigations.
- h) Maintaining a clinical caseload commensurate with management responsibilities.

(3) Senior Clinical Educator / Senior Researcher

In addition to the professional skills as described an Advanced Clinician/Practitioner, a Senior Clinical Educator / Senior Researcher (AHP 3), will be responsible for:

- a) *Co-ordination* of educational activities for several students on professional placements within one or more facilities or across *disciplines* within the one facility.
- b) Liaison with education providers regarding educational outcomes of the professional placements.
- c) Undertaking research into adult education principles, models of best practice in training and education and training program development as required, in order to support and improve the delivery of training to students.
- d) Contributing to discipline specific research or professional placement improvement initiatives.
- e) Conducting quality evaluation within a *work unit, region* or professional network.
- f) Maintaining a clinical caseload commensurate with education and research responsibilities.

ALLIED HEALTH PROFESSIONAL LEVEL 4

Employees at AHP 4 will have a clinical, management education or research focus or a combination of all pathways.

Clinical	Management	Education/Research
Advanced Clinician/Practitioner	Department Head	Advanced Clinical Educator
	Senior Project Manager	Advanced Researcher

(1) Advanced Clinician/Practitioner

An Advanced Clinician/Practitioner will:

- a) Maintain a clinical caseload.
- b) Exercise significant professional judgement based on a detailed knowledge of *work unit, Agency, industry and/or State-wide initiatives.*
- c) Develop and/or apply discipline principles and new technology and/or knowledge of *crucial work* which can encompass a single discipline or a variety of *disciplines.*
- d) Make a significant contribution towards the development and achievement of the strategic directions of the *Agency* and the *region.* These contributions may extend to the State or the Nation.
- e) Make independent decisions related to a wide area of expert practice in their field across a *zone and/or region* and will be responsible for outcomes for clients and the organisation from the practice of other health professionals and staff.
- f) Require expert *specialist* knowledge of contemporary methods, principles and practice and skills across client groups and work areas.
- g) Provide *professional/clinical supervision* to other health professionals, students and/or other technical, operational and support staff.

(2) Department Head / Senior Project Manager

A Department Head / Senior Project Manager will:

- a) Lead and provide operational advice on major functions or work areas within a *work unit, zone, region* or professional network.
- b) Attain a *work unit's* operational goals and objectives and the facilitation and application of human resource principles including performance management and development.
- c) Provide peer support to relevant colleagues and oversight of unit staff where appropriate.
- d) Manage overall workforce and professional service strategies, priorities, work standards and the allocation of a *work unit's* resources.
- e) Participate in strategic management and service development decisions which will involve participation in committees and/or working parties which have an influence on the strategic direction of the *region, Agency* or State.
- f) Have a combination of operational and strategic roles such as:
 1. has a significant contribution to corporate goals such as strategic workforce and service development and professional practice across a *zone, region,* or professional network;
 2. the provision of discipline specific professional *co-ordination* and leadership across a Regional Health Service, a *zone, region* or professional network to department heads;
 3. acting as the central point of contact for strategic consultation and liaison with senior management;
 4. provide an expert *specialist* consultancy role in their area of expertise;
 5. involvement in the provision of relevant professional or leadership training, management development and/or mentoring to staff within a Regional Health Service, *zone, region* or professional network.
- g) Initiate and formulates programs within the framework of a *work unit's* objectives and priorities.
- h) May be required to initiate formulate and manage research programs involving a number of professional *disciplines.*

- i) Manage *complex* projects which may involve personnel from either one or a variety of professional *disciplines*.
- j) Initiate and manages high level programs and major investigations.
- k) Maintain a clinical caseload commensurate with management responsibilities.

(3) Advanced Clinical Educator / Advanced Researcher

An Advanced Clinical Educator / Advanced Researcher will:

- a) Co-ordinate, promote and participate in research projects relevant to discipline or AHP evidence based practice and/or service improvement.
- b) Co-ordinate discipline specific and/or Interprofessional Learning clinical placements.
- c) Oversight and *co-ordination* of relevant AHPs.
- d) Co-ordinate continuing professional development for AHPs.
- e) Maintain a clinical caseload commensurate with education and research responsibilities.

ALLIED HEALTH PROFESSIONAL LEVEL 5

Employees at AHP 5:

- a) Will have formal responsibilities for a major *Agency* program.
- b) Must seek *professional/clinical supervision* or mentoring relevant to clinical caseload.
- c) Has evidence of higher qualifications, and discipline recognition at regional, state, national and/or international levels.
- d) Has made a significant contribution to the development of professional understanding on a national or international level.

Employees at AHP 5 will have a clinical, management, education or research focus or a combination of all pathways.

Clinical	Management	Education/Research
Consultant Clinician/Practitioner	Professional Manager/Adviser of a Major Program and Operations	Consultant Educator
Regional Discipline Lead		Consultant Researcher

(1) Consultant Clinician/Practitioner / Regional Discipline Lead

A Consultant Clinician/Practitioner / Regional Discipline Lead will:

- a) Provide expert *specialist* consultancy skills with *crucial* impacts to the industry, the State and possibly the Nation.
- b) Be a leading professional *specialist*.
- c) For a Consultant Clinician/Practitioner, the lack of precedent is a major feature of the majority of duties and actions undertaken.
- d) Operate in a highly *complex* or specialised field to establish and/or modify standards, guidelines, concepts, theories, techniques or principles by both critical analysis of new techniques, equipment or programs.

(2) Professional Manager/Adviser of a Major Program and Operations

- a) The professional manager at this level will have high level *managerial responsibilities* which involve staff comprising a large number of, but not limited to, AHPs and the *co-ordination* and direction of major program objectives to achieve the end result in a timely and effective manner.
- b) Such programs will be of *crucial* importance to the State to satisfy the Government's objectives or the *Agency's* corporate goals.

The Professional Manager/Adviser of a Major Program and Operations will:

- a) Operate under general policy direction and with professional independence in the determination of overall strategies, priorities, work standards and allocation of resources.
- b) Develop and directs the implementation of new and high level programs and major investigations, with a strategic management emphasis.
- c) Maintain a clinical caseload commensurate with management responsibilities.

(3) Consultant Educator / Consultant Researcher

A Consultant Educator / Consultant Researcher will:

- a) Lead, co-ordinate and manage research projects at the *work unit, region, State* and possibly the National levels, relevant to discipline and AHP evidence based practice and/or service improvement.
- b) Develop and provide state-wide AHP education programs and resources.
- c) Maintain a clinical caseload commensurate with education and research responsibilities.

ALLIED HEALTH PROFESSIONAL LEVEL 6

Employees at AHP 6 will:

- a) Have evidence of higher qualifications relevant to health care.
- b) Have discipline recognition at a State-wide, national and/or international level within the relevant discipline.
- c) Create a strategic framework and direct the development of professional competence within a service area and relevant multi-discipline State-wide services.
- d) Establish frameworks for the advancement and integration of *disciplines* to support the delivery of quality State-wide health services within relevant *Agency, Government* or national directions.
- e) Strategically manage a discipline specific workforce which provides State-wide services or a *multi-disciplinary* workforce across a *region*.
- f) Provide professional policy development advice to Government.
- g) Provide authoritative and *specialist* consultancy services which has impacts beyond the State.
- h) Be professionally recognised as having a statewide, national and/or international reputation as a *specialist* in the professional discipline which is confirmed by the publication of *papers* and external invitations to teach or speak to professional bodies/educational institutions on subject material which demands high level professional expertise.
- i) Determine strategic directions and operational standards and objectives within the *Agency* and industry.
- j) Actively contribute as a member on State-wide and national committees.

Employees at AHP 6 will have a management focus.

Management
Regional Allied Health Adviser
State Discipline Lead

Appendix 1: Allied Health Professional Officer Vocational Groups

Professional Officer vocational groups to be included in the Allied Health Professional Classification Structure:

- Art Therapist
- Audiologist
- Developmental Educators
- Epidemiologists
- Exercise Physiologist
- Dietitian/Nutritionist
- Genetic Counsellors
- Music Therapist
- Nuclear Medicine Technologists
- Occupational Therapist
- Optometrist
- Orthoptist
- Orthotist
- Perfusionist
- Pharmacist
- Physiotherapist
- Podiatrist
- Prosthetist
- Psychologist
- Radiation Therapists
- Radiographers
- Speech Pathologist
- Social Worker