



T15332 OF 2026

OFFICIAL

Industrial Relations Act 1984
s55 Industrial Agreement

ALLIED HEALTH PROFESSIONALS PUBLIC SECTOR AGREEMENT 2025

Between the

Minister administering the *State Service Act 2000*

and the

Australian Education Union, Tasmanian Branch

Community & Public Sector Union (State Public Services Federation Tasmania) Inc.

Health Services Union, Tasmania Branch



OFFICIAL

1 TITLE

This Agreement shall be known as the Allied Health Professionals Public Sector Union Wages Agreement 2025.

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3 APPLICATION

This Agreement is made in respect of employees covered by the:

- 3.1 Allied Health Professionals specified under Schedule 1 of this Agreement and working in the Department of Health; and in Children and Youth Services in the Department for Education, Children and Young People; and
- 3.2 Allied Health Professionals specified under Schedule 2 of this Agreement and working in the Department for Education, Children and Young People; Department of Justice; Department of Police, Fire and Emergency Management; and Department of Premier and Cabinet.

4 DATE AND PERIOD OF OPERATION

- 4.1 This Agreement cancels and replaces the *Allied Health Professionals Public Sector Union Wages Agreement No. 2 of 2022* which was registered on 28 June 2023.
- 4.2 This Agreement applies with effect from 1 July 2025 and will remain in force until 30 June 2028.
- 4.3 The parties agree to commence negotiations for a replacement agreement on or before 30 November 2027.

5 PARTIES BOUND

This Agreement is between the Minister administering the *State Service Act 2000* and Australian Education Union, Tasmanian Branch; Community & Public Sector Union (State Public Services Federation Tasmania) Inc.; and the Health Services Union, Tasmania Branch.

6 RELATIONSHIP TO AWARDS AND AGREEMENTS

This Agreement prevails to the extent of any inconsistencies that occur between this Agreement and Health and Human Services (Tasmanian State Service) Award, and the Tasmanian State Service Award, or any registered Agreement with the Minister administering the *State Service Act 2000*.

7 SALARY INCREASES

- 7.1 Salaries will increase as follows:
 - (i) 3 percent per annum with effect from the first full pay period commencing on or after (ffppcooa) 1 December 2025.
 - (ii) 3 percent per annum with effect from ffppcooa 1 December 2026.
 - (iii) 2.75 percent per annum with effect from ffppcooa 1 September 2027.



- 7.2 Employees covered by this Agreement at AHP Level A, AHP Level 1 and AHP Level 2, receive a \$800 flat rate increase to their base salary, with effect from the ffppcooa 1 December 2025, to apply prior to the percentage increase outlined in Clause 7.1(i).
- 7.3 Employees covered by this Agreement at AHP Level A, AHP Level 1 and AHP Level 2, receive a \$800 flat rate increase to their base salary, with effect from ffppcooa 1 December 2026, to apply prior to the percentage increase outlined in Clause 7.1 (ii).
- 7.4 Employees covered by this Agreement at AHP Level 3 and AHP Level 4, receive a \$600 flat rate increase to their base salary, with effect from the ffppcooa 1 December 2025, to apply prior to the percentage increase outlined in Clause 7.1(i).
- 7.5 Employees covered by this Agreement at AHP Level 3 and AHP Level 4, receive a \$500 flat rate increase to their base salary, with effect from the ffppcooa 1 December 2026, to apply prior to the percentage increase outlined in Clause 7.1(ii).
- 7.6 Employees covered by this Agreement at AHP Level 5 and AHP Level 6, receive a \$500 flat rate increase to their base salary, with effect from the ffppcooa 1 December 2025, to apply prior to the percentage increase outlined in Clause 7.1(i).
- 7.7 Employees covered by this Agreement at AHP Level 5 and AHP Level 6, receive a further \$400 flat rate increase to their base salary, with effect from the ffppcooa 1 December 2026, to apply prior to the percentage increase outlined in Clause 7.1(ii).
- 7.8 Schedules 5, 6, and 7 of this Agreement set out the annual rates of pay effective ffppcooa 1 December 2025, ffppcooa 1 December 2026, and ffppcooa 1 September 2027 and include the structural adjustments to base salaries for certain levels required to fully implement the new AHP career structure over the life of the Agreement.
- 7.9 Schedule 12 sets out the annual rates of pay for Perfusionists, which take effect from the ffppcooa 1 December 2025, ffppcooa 1 December 2026, and ffppcooa 1 September 2027. The new career structure takes effect on the ffppcooa 1 December 2025, and any market allowance applying will cease to have effect from that date.

8 CLASSIFICATION STRUCTURE, CLASSIFICATION STANDARDS AND STRUCTURAL ADJUSTMENTS

- 8.1 For the purpose of this Clause and the classification standards in Schedule 3, **pre-entry program of study means** the tertiary qualification completed to become an allied health professional, specifically an accredited program of study for allied health professions regulated under



the National Registration and Accreditation Scheme; or a program of study accredited by the peak practitioner body for self-regulated allied health professions; or a tertiary qualification that aligns with the recommended learning pathway for other professions where there are no accrediting bodies for the profession. Pre-entry programs of study may be a Bachelor degree, graduate entry Masters' or professional doctorates. The essential requirements – Allied Health Professional Qualifications for each profession in Schedule 1 is outlined in the AHP and AHA Essential and Desirable Requirements Protocol published by the Department of Health.

- 8.2 The Classification Structure and Classification Standards are set out in Schedule 3 of this Agreement and apply to the Allied Health Professions (AHPs) listed in Schedules 1 and 2 of this Agreement, excluding Radiation Oncology Medical Physicists (Schedule 4) and Perfusionists (Schedule 12).
- 8.3 The following additions and refinements to classification levels and classification standards are to be implemented in this agreement:
- (i) Effective from ffppcooa 1 December 2025 AHP Level A – An amended AHP level A career progression pathway is introduced to enable the employment of students enrolled in a pre-entry program of study and/or during the period encompassing completion of pre-entry tertiary program requirements until their qualification is conferred and essential requirements for employment as an AHP level 1-2 are met (i.e. registration or professional membership requirements relevant to the profession).
 - (ii) The AHP Level A has been expanded from one level to include AHP Leave A year 2, 3 and 4 in the structure.
 - (iii) Effective from ffppcooa 1 December 2025, the first increment level of AHP level 1 year 2, AHP level 2 year 1, AHP level 3 year 2 and AHP level 4 year 2 have been removed from the salary structure.
 - (iv) AHP's employed against an increment level that has been removed will translate to the next increment level in the classification level with effect from ffppcooa 1 December 2025. This date will become the employee's new increment anniversary date. Employees will retain their original employment anniversary date for the purposes of personal leave accrual date
 - (v) Effective ffppcooa 1 December 2025 structural adjustments have been made to classifications AHP Level 1 Year 3, AHP Level 1 Year 6, and AHP Level 3 Year 3, as reflected within the Salary Tables under Schedules 5 and 6 of this Agreement.



- (vi) A new separate AHP Level 2 classification descriptor has been established under Schedule 3 to enable recruitment of experienced practitioners to AHP level 2 roles.
 - (vii) Effective from ffpccoaa 1 December 2025 a new AHP Level 2 year 6 Q has been added to the classification and salary structure to recognise employees who obtain a relevant graduate certificate or equivalent as determined by the Employer in accordance with Schedule 5 and 6.
 - (viii) Effective from ffpccoaa 1 December 2025 AHP Level 5 Grade 5 has been renamed AHP Level 6 Grade 1, AHP Level 5 Grade 6 has been renamed and AHP level 6 Grade 2 and AHP Level 6 has been renamed AHP Level 6 Grade 3 as provided the classification descriptors and in schedules 5 and 6 of this Agreement.
- 8.4 The Classification Structure and Classification Standards set out in Schedule 1 of this Agreement apply to the Perfusionists listed in Schedule 12 of this Agreement.
- 8.5 The Employer will transition identified roles to the new AHP Level 6 Grade 1 and AHP Level 6 Grade 2 and the new Perfusionist classification structure within 90 days of registration of this Agreement.

9 AHP LEVEL A CAREER PROGRESSION PATHWAY

- 9.1 An AHP Level A employee who is appointed with a special probation period aligned to the duration of their training program, and who subsequently attains the relevant qualification and satisfies the essential requirements for employment in their profession, will progress from their current pay point in AHP Level A to the appropriate entry-level pay point in AHP Level 1.
- 9.2 Advancement under clause 9.1 will take effect from the ffpccoaa the Employer receives notification and the required evidence confirming the employee has met the criteria specified in clause 9.1.

10 COMPETENCY PROGRESSION BARRIER (LEVEL 1-2) – SCHEDULE 1 AND 2

This clause covers Allied Health Professionals contained by Schedule 1 and Schedule 2, including Forensic Scientists but excluding Radiation Oncology Medical Physicists.

10.1 Competency Progression

- (i) An Allied Health Professional may, after reaching the classification Level 1, Year 6, apply to their manager for personal progression to Level 2, Year 1.



- (ii) This application must address the criteria as stipulated in Clause 10.3. A panel consisting of the Manager and a relevant Allied Health Professional will assess the application. If the Allied Health Professional demonstrates they meet the requirements as stipulated in Clause 10.3, they will be progressed to Level 2 Year 1 on their next anniversary.
- (iii) An Allied Health Professional who is unsuccessful for competency progression may re-apply prior to their next anniversary date.

10.2 Accelerated Competency Progression

- (i) An Allied Health Professional may, after reaching Level 1, Year 5 apply to their Manager for accelerated progression to the classification of Level 2, Year 1.
- (ii) This application must address the criteria as stipulated in Clause 10.3 and must be supported in writing by a senior Allied Health Professional.
- (iii) The application must be submitted before the employee increments to Level 1 Year 6 but may be assessed after the employee has incremented to Level 1 Year 6.
- (iv) A panel consisting of their Manager and a relevant senior Allied Health Professional will assess the application. This panel will make a recommendation to the delegated Manager who may approve this accelerated progression. If the Allied Health Professional demonstrates they meet the requirements as stipulated in Clause 10.3, they will be progressed to Level 2 Year 1, with effect from the date of their application.

10.3 Competency Criteria

The Allied Health Professional must demonstrate the ability to undertake routine professional work under routine supervision and direction.

The Allied Health Professional must also demonstrate the ability to fulfil at least three of the following criteria:

- (i) Demonstrates ability to undertake complex clinical/professional or complex/scientific/regulatory work under close supervision
- (ii) Demonstrates ability to provide clinical/professional supervision and support to less experienced AHPs, allied health assistants, technicians, other personnel and students (unless precluded by regulatory or professional body requirements)
- (iii) Well developed conceptual, analytical and reasoning skills to research, investigate and make modifications to established



clinical/professional or scientific/regulatory practices or methods within scope of practice

- (iv) Demonstrated competence and active participation in quality improvement, research, quality assurance and/or accreditation activities
- (v) Demonstrated competence and active participation in activities related to education and training, projects, policy, or regulation
- (vi) Demonstrated ability to contribute to the profession within the team, program and/or function and/or through the relevant professional body
- (vii) Evidence of recognition as a resource person within the team, program and/or function
- (viii) Completion of a relevant graduate certificate (or higher qualification) or relevant and formally recognised profession specific learning pathway equivalent to a graduate certificate.

Terms used in these criteria are consistent with the definitions included in the Classification Standards outlined in Schedule 3.

11 OVERTIME

Notwithstanding Part VII 4(b) of the Health and Human Services Award and Part VI 4(h) of the Tasmanian State Service Award an AHP subject to this Agreement is eligible for payment for overtime worked, if the Head of Agency or person authorised by the Head of Agency has approved the overtime to be worked.

12 QUALIFICATIONS RECOGNITION

- 12.1 Employees at AHP Level 2 who obtain a relevant Graduate Certificate qualification (or equivalent) and who work in an area relevant to that qualification will be entitled to a one off advancement of two increment levels and thereafter be entitled to progress, by annual increments to the AHP Level 2.6 qualified increment point (AHP 2.6 (Qual)).
- 12.2 An employee who obtains a graduate certificate when appointed at AHP level 1 year 5 or AHP Level 1 year 6 employees must still be assessed against the criteria for competency progression from level 1 to level 2 in accordance with Clause 9 but will be eligible to apply for accelerated competency progression even if their application for qualification recognition increments them to AHP level 1 year 6.
- 12.3 Employees at AHP Level 3 who obtain a relevant Graduate Diploma qualification (or equivalent) and who work in an area relevant to that qualification will be entitled to a one off advancement of two increment



levels and thereafter be entitled to progress, by annual increments to the AHP Level 3.5 qualified increment point (AHP 3.5 (Qual)).

- 12.4 Employees at AHP Level 4 who obtain a relevant Masters qualification (or equivalent) and who work in an area relevant to that qualification will be entitled to a one off advancement of two increment levels and thereafter are entitled to progress, by annual increments, to the AHP Level 4.4 qualified increment point (AHP 4.4 (Qual)).
- 12.5 For the purposes of this clause the post-graduate qualification cannot be the employee's entry to practice qualification.
- 12.6 Employees who do not hold a relevant graduate certificate, graduate diploma or a relevant Masters degree as prescribed in sub clauses 11.1, 11.2 and 11.3 of this clause are not entitled to progress to increments AHP levels 2.6 Qual, 3.5 Qual or 4.4 Qual respectively.
- 12.7 The provisions of this clause do not apply to Radiation Oncology Medical Physicists. Provisions for qualification recognition for Perfusionists are outlined in Schedule 12.

13 CORRECTIONS/MENTAL HEALTH FACILITY ALLOWANCE

- 13.1 An employee who is required to attend and provide services within in a Correctional Facility, a Forensic Mental Health Facility, or a Secure Mental Health Unit (however titled) and the Ashley Youth Detention Centre will be paid a Corrections Allowance of 6.5% of the employee's base salary, paid on a daily basis for each day that the employee is required to attend such a facility.
- 13.2 The allowance is only payable for days on which the employee is required to be physically present at the facility and will not be paid during periods of any leave.

14 NIGHT SHIFT ALLOWANCE

In substitution for the night shift allowance provision contained within Part VIII Clause 1 of the Health and Human Services (Tasmanian State Service) Award and Part VII Clause 2 of the Tasmanian State Service Award, a shift worker, whilst on night shift is to be paid 27.5 per cent more than the ordinary rate for such shift. Current provisions regarding shift payments contained within the Award will continue to apply.

15 ON CALL ALLOWANCE

An employee who is rostered to remain on call (that is, on call for duty at short notice and allowed to leave his/her place of employment) shall be paid an allowance of \$5.51 per hour for each hour the employee is required to be available, with a minimum payment of \$44.08 per day.



16 AVAILABILITY ALLOWANCE

- 16.1 The employer may require an employee to perform work on an after-hours basis, where they are not recalled to work but rather provide a telephone or PC service from their home.
- 16.2 An employee shall be paid an allowance of \$4.32 per hour each hour the employee is required to be available.
- 16.3 If an employee is required to undertake work from their home during this period of availability, the employee shall be remunerated time for time at the ordinary rate payable to the employee and rounded to the nearest hour with a minimum payment of one (1) hour.

17 ADJUSTMENT OF WAGE RELATED ALLOWANCES

Unless specified separately in this Agreement, all the monetary allowances in this Agreement will be automatically adjusted upward from 1 July each year by the same percentage as the salary rate for lowest level of the AHP Level 3 classification in Schedule 5 increases between 1 July in the preceding year and 30 June of that year.

18 HOURS OF WORK

- 18.1 The ordinary hours of work for all employees bound by this Agreement are 38 hours per week and are to be worked in accordance with the provisions of the Tasmanian State Service Award in respect of employees engaged by the DoJ, DPFEM, DECYP, and DPAC as prescribed; or the Health and Human Services (Tasmanian State Service) Award in respect of employees engaged by DoH and DECYP (children and youth services) as prescribed.
- 18.2 Notwithstanding the provisions of Part VII Clause 1(c) of the Health and Human Services Award, the spread of hours may be altered between 6.00am and 7.00pm to all or a section of employees by mutual agreement in writing between the employer, the relevant union and the majority of the employees affected, but not so as to require any employee to work more than nine hours in any day or more than 152 hours in any two consecutive fortnightly pay periods.
- 18.3 An agreement made in accordance with subclause 18.2 may be in the form of a WFA or a s 55 industrial agreement and for a period of up to 12 months, at which time the arrangement may be reviewed.

19 PRESERVATION OF THE PROFESSIONAL DEVELOPMENT FUND

- 19.1 Employees who currently hold a Professional Development Fund balance will have that balance preserved until the expiry of this Agreement being 30 June 2028.



- 19.2 The Professional Development Fund, along with all provisions of this clause, will cease on 30 June 2028. From that date, the Fund will no longer operate and this clause will have no further effect.
- 19.3 From the date this Agreement is registered, no further contributions will be made to the Fund. Existing employee balances will remain available for use until the Fund ceases.
- 19.4 No later than 12 months before the Fund ceases, the Agency will notify all employees covered by the Fund that it will expire on 30 June 2028. Employees will be advised that any unused balances remaining at that date will be forfeited.

Professional Development Fund

- 19.5 The parties recognise that continuous development of skills and knowledge is critical to both the provision of professional services to the Tasmanian community and pursuit of excellence in the Allied Health Professions.
- 19.6 Professional Development support will be available to provide Allied Health Professionals with assistance to develop professional knowledge and skills and for the imparting of the knowledge and skills to others. Access to the entitlement contained in this clause will be by way of employee application.
- 19.7 Professional Development includes opportunities sometimes referred to as training or professional learning. For the purpose of this section Professional Development includes but is not limited to:
- (i) Professional practice and recognition requirements;
 - (ii) Specific training courses relevant to the operational needs of the Agency;
 - (iii) Exchange programs and other training initiatives; and
 - (iv) Training and development requirements of the Health Professionals National Registration and Accreditation Scheme.
- 19.8 For the purpose of this section Professional Development does not include in-house, employer initiatives or opportunities employees participate in during the normal course of their work.

Access to the Professional Development Fund

- 19.9 A Professional Development Fund is to be created within each Agency for each employee to access funds. The fund will allow each employee to access their entitlement as outlined at subclause 19.10.
- 19.10 An employee is entitled to \$1200 for professional development.



- 19.11 The Professional Development entitlement for each employee will be available from the first full pay period on or after 1 December 2025. No further contributions will be made into the Fund from the date of registration in accordance with subclause 19.3.
- 19.12 An employee may accumulate any unspent annual entitlements for a maximum period of five years. An employee may accumulate unspent funds from the preceding five years.
- 19.13 The amount available to an employee is dependent upon the years of accumulation.
- 19.14 Costs associated with professional development will be paid by the employer when access to professional development is approved. This will include costs for attendance at conferences and reasonable travel, accommodation and meals.
- 19.15 An employee's attendance at approved professional development will be counted as being on duty.
- 19.16 Where an employee is absent from their normal duties due to Professional Development, their workload will be managed as appropriate to the duration of absence and the workload and may include replacement staffing. The parties acknowledge that workload should not be an impediment to undertaking Professional Development and that adverse impact on other employees should be avoided.
- 19.17 Nothing in this section precludes the ability of either the employee to apply for or the employer to grant any funding or other support for Professional Development/Training in excess of the entitlement at subclause 19.10 above.
- 19.18 Management of funds and approvals are to be undertaken at an appropriate level within the Agency that encourages equitable access, maximises relevance and efficiencies and enables approvals by an appropriate health professional.
- 19.19 A decision on any application for access to funding for Professional Development made under this section will be communicated to the applicant within 14 days of the submission to the relevant delegate.
- 19.20 In the event of a dispute, the Grievance and Dispute Procedure in the relevant Award applies.

20 PROFESSIONAL DEVELOPMENT ALLOWANCE

- 20.1 From the date of registration of the Agreement, an employee is entitled to a Professional Development Allowance of \$1,200 per annum, paid fortnightly on a pro rata basis to permanent and fixed-term employees (excluding fixed-term casual employees).



- 20.2 The Professional Development Allowance is provided to support AHPs in undertaking training and development required under the National Registration and Accreditation Scheme or equivalent requirements for self-regulated allied health professions.
- 20.3 An employee may apply for additional Professional Development Allowance amounts in excess of the entitlement provided under this Clause.
- 20.4 The Employer may, at its discretion, approve the payment of additional Professional Development Allowance amounts where appropriate. Where additional professional development allowance is approved under this sub-clause, it will be paid as a one-off lump sum.
- 20.5 Employees, other than perfusionists specified under Schedule 12, may apply for reimbursement of reasonable travel costs, accommodation and meals associated with approved professional development.
- 20.6 A decision on any application made under this Clause must be communicated to the employee within 14 days of submission.
- 20.7 An application must not be unreasonably refused. Where an application is not approved, the Employer will provide the employee with written reasons for that decision.
- 20.8 For the purpose of this section Professional Development does not include in-house, employer initiatives or opportunities employees participate in during the normal course of their work. Where Professional Development is initiated by a group of employees within the workplace, all associated costs shall be the responsibility of the participating employees.

21 PROFESSIONAL DEVELOPMENT LEAVE

- 21.1 Permanent and fixed term employees (excluding fixed term casuals) are entitled to five (5) days of Professional Development Leave per annum, calculated on a pro rata basis for part-time employees.
- 21.2 Professional Development Leave is non-cumulative and must be taken within the year in which it is made available.
- 21.3 The Professional Development Leave year shall commence:
 - (i) on the date of registration of this Agreement for employees employed on that date; and
 - (ii) on the date of commencement of employment for all other employees.
- 21.4 Professional Development Leave shall be credited to each employee on the commencement date specified in sub-clause 21.3 and on each anniversary of that date thereafter.



- 21.5 Applications for Professional Development Leave will be assessed having regard to operational circumstances, including service delivery requirements, and the relevance of the proposed activity to the employee's role. A decision will be provided to the employee within 14 days of the application being submitted.
- 21.6 Applications must not be unreasonably refused. Where an application is not approved, the Employer will provide the employee with written reasons for the decision.
- 21.7 An employee may apply for additional Professional Development Leave beyond the annual entitlement. The Employer may approve such leave at its discretion, applying the criteria in sub clause 21.5.
- 21.8 Where an employee is absent on approved Professional Development Leave, the Agency will implement appropriate workload management arrangements for the duration of the absence, which may include the use of replacement staffing. Workload considerations must not prevent an employee from accessing Professional Development Leave, and the Agency will take reasonable steps to ensure that participation in professional development does not result in adverse impacts on other employees.
- 21.9 The Employer is to ensure that fatigue is managed, in accordance with Clause 27 (Safe Working and Fatigue Management), where an employee has undertaken Professional Development.

22 PERSONAL PROTECTIVE EQUIPMENT (PPE) ALLOWANCE – N95/P2 MASK WEARING

- 22.1 An employee working in the Department of Health who is required by the employer to wear an N95/P2 mask for a period of four (4) hours or more is to be paid an allowance of \$2.98 per hour or part thereof for each hour the requirement to wear the N 95/P2 mask continues during the shift.
- 22.2 This clause is effective from the ffpccoaa the date of registration of this Agreement.

23 HARD TO STAFF SCHOOLS INCENTIVES FOR SOCIAL WORKERS AND SPEECH PATHOLOGISTS – TRIAL

- 23.1 A trial is to be implemented that provides that school-based Social Workers and Speech Pathologists who are assigned to the Jordan River Schools will be paid the Hard to Staff School Incentive of \$2,000 per annum (pro rata).
- 23.2 Eligible employees will be entitled to the payment of the first instalment of \$500 (pro rata) as at the first full pay period commencing on or after (ffppccoaa) six weeks after the commencement of Term I, 2027.



- 23.3 Eligible Employees will be entitled to the payment of the second instalment of \$1500 (pro rata) as at the ffppcooa six weeks after the commencement of Term 3, 2027.
- 23.4 To receive an incentive payment an Eligible Employee must be assigned to one of the schools listed under 23.5 at the time the payment is due.
- 23.5 The incentive payments will apply to School Support Staff who are assigned duties at:
- (i) Jordan River Learning Federation - Secondary School;
 - (ii) Jordan River Learning Federation – Gagebrook Primary School;
 - (iii) Jordan River Learning Federation – East Derwent Primary School; and
 - (iv) Jordan River Learning Federation – Herdsmans Cove Primary.
- 23.6 This incentive payment will be reviewed after 9 months of implementation to inform the future of the incentives continuing beyond the 12-month trial period.
- 23.7 The review will examine any recruitment or workforce shortage issues, if the incentive had an impact on staffing levels, and the efficacy of the pilot including an assessment of outcomes in comparison to other schools that may be considered hard to staff. The review will make recommendations to inform future position and the relationship to work being undertaken with the emerging Teacher Assistant Workforce Strategy and the Violence in Schools Action Plan.

24 DAY WORKER – ADDITIONAL RECREATION LEAVE FOR WORKING WEEKENDS AND PUBLIC HOLIDAYS

- 24.1 An AHP dayworker who undertakes their duties for a combined total of 20 or more Saturdays, Sundays or Holidays with Pay per leave year (pro rata for part time employees) is to receive an additional 38 hours (5 days) of recreation leave per annum (pro rata for part time employees).
- 24.2 For the purposes of this clause, and the entitlement to additional recreation leave an employee must physically attend the workplace when undertaking their duties and the eligibility for accrual of the additional leave includes when recalled to the workplace to work on a Saturday, Sunday or Holiday with Pay.
- 24.3 An employee who is rostered to be on-call or to be available to perform work on an after-hours basis in accordance with the provisions of this Agreement is not entitled to have these hours accrued for the purposes of additional leave.



- 24.4 The provisions of this clause are effective from the ffppcoa the date of registration of this Agreement.

25 PRECEPTOR ALLOWANCE

- 25.1 Employees, other than Forensic Scientists, classified up to and including AHP Level 2 who are required to act as a preceptor, will be paid an allowance of \$3.24 per hour with effect from ffppcoa the date of registration of this Agreement.
- 25.2 The preceptor allowance will only apply for the period of work in which the employee is required to perform preceptor duties and who is identified as the assigned preceptor on the roster or in writing.

26 SALARY SACRIFICE

- 26.1 Notwithstanding clause 9 of both the Tasmanian State Service Award and the Health and Human Services Award relating to Salary Sacrifice arrangements for superannuation, employees may elect to salary sacrifice a portion of their salary for the following purposes, subject to compliance with any Tasmanian or Australian Government directive and legislation:
- (i) Novated Motor Vehicle Lease
 - (ii) Airport Lounge Membership
 - (iii) Eligible Work-Related Item (tools of trade)
 - (iv) Home Office Expenses
 - (v) Interest Only Investment Loan
 - (vi) Portable Electronic Devices – Mobile Phones and Accounts
 - (vii) Self-Education Expenses
 - (viii) Remote Area Housing Benefits
 - (ix) Remote Area Housing Rent
 - (x) Remote Area Loan Interest
- 26.2 Salary sacrifice arrangements are to be administered by one or more organisations nominated by the employer following consultation with unions and in compliance with relevant tax legislation.
- 26.3 All fringe benefits tax, other liabilities, and/or direct administrative costs incurred by a salary sacrifice arrangement under this clause is the employee's responsibility and does not create any employer liability.
- 26.4 The salary payable to an employee who enters into a salary sacrifice arrangement is the salary payable under that arrangement.



- 26.5 Payment of an accrued leave entitlement, or in lieu of notice, made to an employee who ceases employment and employer and employee superannuation contributions and overtime and penalty rates are based on the salary that would have been payable had the salary sacrifice agreement not existed.
- 26.6 An employee who withdraws from a salary sacrifice arrangement is required to comply with the requirements of the administrator of that arrangement.
- 26.7 In the event of a change in service providers, items listed at clause 26.1 will be subject to review.

27 SAFE WORKING AND FATIGUE MANAGEMENT

- 27.1 Disruption to an employee's normal sleep routines as a consequence of a call out (extended hours of work) results in a loss of adequate, high quality, restorative sleep.
- 27.2 Fatigue is tiredness that results from physical or mental exertion. In a workplace environment the need to concentrate over a sustained period of time may cause fatigue.
- 27.3 Both lack of sleep and fatigue, individually and in combination, can affect task performance levels, individual health and safety and the safety of others.
- 27.4 In the management of sleep disruption and fatigue the employer is to ensure that the working arrangements of employees who are required to perform call outs is undertaken as part of normal business planning and is reviewed regularly.
- 27.5 Within a period of extended hours as a result of attending to a call out a sufficient break should be taken for the employee to recover from the application of applying a further intensive period of concentration.
- 27.6 Where recall to duty is necessary particular attention should be given to the employee's current and recent work pattern to minimise sleep disruption and fatigue with the consequential loss of reduced work performance and with the object of addressing health and safety concerns of the individual.
- 27.7 In matters associated with sleep and fatigue management the employee has a responsibility in meeting health and safety obligations and to take reasonable care not to put themselves or others at risk.
 - (i) Where an employee is recalled to work in accordance with Part VII Clause 6 of the *Health and Human Services (Tasmanian State Service) Award* or Part VI of the *Tasmanian State Service Award* to undertake duties and that work becomes continuous with the



commencement of the ordinary hours of work such time is counted towards the ordinary hours of work on that day.

- (ii) Where an employee has been subject to significant intermittent call outs over the previous 24-hour period, upon the request or initiative of the employee, arrangements for alternative duties or a period of time from the workplace without loss of pay to maximise service delivery and employee safety will be available.

28 PROFESSIONAL PRACTICE FUNCTIONS ALLOWANCE

- 28.1 A professional practice functions allowance will be paid to Allied Health Professionals who are directed to perform higher level professional practice functions and where essential professional practice intervention is required beyond the scope of the employee's classification level.
- 28.2 The professional practice functions allowance is payable where an Allied Health Professional accepts responsibility for higher level professional practice functions normally performed by another Allied Health Professional and for which they are professionally trained and qualified.
- 28.3 This could include functions arising from a statutory obligation or delegated requirements. This allowance is payable after performing these higher/extra professional practice functions for one days or more.
- 28.4 The professional practice functions allowance is not payable for undertaking higher level supervisory or management functions except where supervisory functions include prioritising workload on the basis of professional practice need or involves referrals to other professionals.
- 28.5 The allowance quantum will be the difference between the employee's current salary and the next higher salary rate of the next higher classification level.
- 28.6 If the undertaking of these functions continues for 5 days or more the Higher Duties Allowance provisions in the relevant award will apply.

29 APPOINTMENT SALARIES

- 29.1 The appointment and entry classification salary for the following is:
 - (i) Psychologist with an Area of Practice Endorsement from the Psychology Board of Australia – Level 3 Year 3.
- 29.2 The minimum salary on appointment for the following:
 - (i) 3 or 4 year bachelor degree or graduate entry Masters or professional doctorate – Level 1 Year 3.
- 29.3 The application of this clause is not intended to restrict the ability of Agencies to appoint employees to salary points above those outlined in this clause and within the salary range in appropriate circumstances.



- 29.4 For the purposes of Clause 29.3 appropriate circumstances include, but are not limited to, market factors having a significant impact on recruitment and retention or where an employee has prior experience working in their allied health profession, whether in another agency, another jurisdiction, private sector and/or non-government sector. As a general rule, the years of experience working in their allied health profession correlates with a recommendation for appointment above base (i.e. an Allied Health Professional with three years' experience could be recommended for appointment at AHP Level 1 Year 6).
- 29.5 Where appointment is recommended within the AHP level 2 range, hiring managers must demonstrate in the selection documentation that the employee demonstrates capability to operate at AHP level 2 as if the employee had been employed at AHP level 1 range and progressed to AHP level 2 via competency progression or accelerated competency progression.

30 AHP LEVEL 3 PERSONAL UPGRADE SCHEME

An AHP Personal Upgrade Scheme is available to AHP's (excluding Radiation Oncology Medical Physicists and Perfusionists), as set out in Schedule 8 of this Agreement.

31 MARKET ALLOWANCE

- 30.1 On receipt of an application, the employer may determine to pay a market allowance of up to 20 percent of the maximum salary level specified in each grade of the classification structure as detailed in Schedules 5, 6, and 7 of this agreement where it can be demonstrated to the satisfaction of the employer the following applies to a specific group or role:
- (i) Highly specialist skills at the respective work value level and/or;
 - (ii) Scarcity of skills compared to other similar roles at the work value level and/or;
 - (iii) High paying market rates for the particular role at the work value level.
- 30.2 In exceptional circumstances involving attraction and retention issues for a specialised group or role the employer may determine a total package of conditions in excess of 20 per cent of the maximum salary level in each grade of the classification structure detailed in Schedules 5, 6 and 7 of this Agreement.
- 30.3 The details of the market allowance are to be in writing and may be expressed in the employee's instrument of appointment or in correspondence to the employee(s).



32 DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE (DECYP) NON-CONTACT/NON-ATTENDANCE TIME

- 32.1 School-based Social Workers and Speech and Language Pathology/Pathologists within DECYP are entitled to 14 days per year of non-attendance time.
- 32.2 For the purpose of this clause school-based Social Workers and Speech and Language Pathology/Pathologists includes those assigned duties in the following teams: Student Wellbeing, Safe Homes, Safe Families, English as an Additional Language and Back on Track.
- 32.3 During periods of non-contact/non-attendance, school-based Social Workers and Speech and Language Pathology/Pathologists are not required to attend the workplace or undertake any tasks associated with their assigned duties.
- 32.4 The non-contact/non-attendance time to be taken during school holiday periods and may be taken in more than one period as agreed between the employer and the employee, subject to the operational and business requirements.
- 32.5 Non-contact/non-attendance days are not cumulative, are not paid out on separation and are pro-rata for part-time employees.

33 AHP LEVEL 2 PERSONAL PROGRESSION PATHWAY

An AHP Level 2 Personal Progression Pathway to AHP Level 3 is available to employees, as set out in Schedule 10 of this Agreement. The personal progression pathway will also apply to Radiation Oncology Medical Physicists and Perfusionists. Further guidance regarding the Perfusionist Personal Progression Pathway will be developed over the life of the Agreement. This will be modelled off the AHP Level 2 Personal Progression Pathway as set out in Schedule 10 of this Agreement and implemented by the DoH.

34 FORENSIC SCIENCE SERVICE TASMANIA SERIOUS CRIME QUALIFICATION AND CAPABILITY ALLOWANCE

- 34.1 This allowance is intended to incentivise FSST staff to attain and retain authorisations and qualifications related to serious crime scene response to facilitate a safe and sustainable Serious Crime Scene Response Team roster.
- 34.2 The applicable allowance rate is only paid to staff appointed to the Serious Crime Scene Response Team. For the purpose of this clause, "appointed" means officially appointed by the Director Forensic Science Services Tasmania (FSST). The Director FSST will determine the necessary authorisations required at all levels.



- 34.3 The number of employees at each response group level required on the serious crime scene response team is to be determined by the Head of Agency or delegate giving consideration to the skills required and the terms of Clause 34.4.
- 34.4 Roster arrangements will allow employees to have rostered fatigue and wellbeing breaks from being on-call. Employees will retain the allowance payment while on a rostered fatigue and wellbeing break.
- 34.5 Employees will cease to be paid the allowance in accordance with the table below when they are no longer "appointed" to the Serious Crime Scene Response Team or cease to retain the necessary test authorisations or if they withdraw from the response team for personal reasons.
- 34.6 Nothing in this clause prevents the Director FSST from deploying Forensic Scientists to serious crime scenes to perform any role, as and where needed. However, such employees must be appropriately supervised and undertaking training and development required for that role.
- 34.7 Allowances under this clause are paid in addition to allowances under clauses 15 and 16 (on-call and availability). An employee would only be entitled on one Level of allowance and the allowance will be paid on a fortnightly basis.
- 34.8 For the purposes of this clause the qualifications requirements for the various levels of allowance cannot be the employee's entry to practice qualification.

Serious Crime Qualification and Capability Allowance Level	Allowance Rates
Level 1 Allowance	Level 1.1 - \$2518 p.a. A Forensic Scientist appointed to the serious crime scene response team (1st scientist) with the necessary authorisations to lead a serious crime response. Level 1.2 - \$3147 p.a. As above (1.1) <u>and</u> in possession of relevant Advanced Diploma level (AQF6) qualification(s) in crime scene examination (or equivalent AQF6 or AQF7). Level 1.3 - \$3777 p.a.



	As above (1.1) <u>and</u> in possession of relevant Graduate Certificate level (AQF8) qualification(s) in crime scene examination (or equivalent or higher).
Level 2 Allowance	Level 2.1 - \$1259 p.a. A Forensic Scientist appointed to the serious crime scene response team (2nd scientist) with the necessary authorisations to attend and assist the lead scientist. Level 2.2 - \$1888 p.a. As above (2.1) <u>and</u> in possession of relevant Diploma level (AQF5) qualification(s) in crime scene examination (or equivalent AQF5 or higher).
Level 3 Allowance	Level 3.1 - \$629 p.a. Any FSST staff member appointed to the serious crime scene response team (3rd scientist). Level 3.2 - \$945 p.a. After 2 years accumulated appointment at Level 3.1 or after completion of 5 days of accumulated crime scene duties, whichever occurs first.

35 DAY WORKER – CHRISTMAS CLOSE DOWN DAYS

- 35.1 Notwithstanding Part VIII Clause 5(a)(vii) of the Tasmanian State Service Award and Part IX Clause 5(a)(iv) of the Health and Human Services Award, where a Head of Agency determines to close an Agency or part of an Agency for the period commencing from Christmas Day and ending on New Year's Day including days that are not State Service Holidays with Pay, day workers who work in that Agency or parts of that Agency that are closed will be entitled to three (3) Christmas close down days with pay to cover those usual working days without deduction from recreation leave.
- 35.2 Where a day worker entitled to the Christmas close down days is directed to attend work on any of those three (3) Christmas close down days, they will have access to the Christmas close down days worked up until 30 June following that Christmas period. Any Christmas close down day/s not taken before 30 June of that year will be forfeited.
- 35.3 Where a day worker is entitled to Christmas close down days in accordance with subclause 35.2 the day/s are to be taken at a time or times mutually agreed between the employee and the employer. The employer will not unreasonably deny an employee an opportunity to access these days.



- 35.4 The rate of salary paid to an employee directed to work on a Christmas close down day will be the normal rate of salary the employee would have received for the ordinary hours of work during the relevant period.
- 35.5 For those employees covered by the Health and Human Services Award who are entitled to leave loading on recreation leave, no recreation leave loading is payable on the Christmas close down days.
- 35.6 Part-time employees entitled to Christmas close down day/s will only be paid for the days they would normally work during the period from Christmas Day and ending on New Year's Day.
- 35.7 Employees eligible for Christmas close down days who are on a period of unpaid or paid leave (other than recreation leave) and who would not otherwise be at work will not be eligible for Christmas close down days.
- 35.8 Christmas close down days do not accrue and any days not accessed in accordance with 35.2 are not eligible to be paid out on cessation of employment.
- 35.9 Heads of Agency are to determine by 1 November of the relevant year whether the Agency or parts of the Agency are to be closed for the for the period commencing from Christmas Day and ending on New Year's Day. This determination will be communicated to employees by 1 November each year. Where the determination by the Head of Agency for an Agency or part of an Agency is different from the determination made in the previous year, the Head of Agency will provide reasons why the determination has changed.
- 35.10 This clause is subject to review over the life of the Agreement

36 GRIEVANCES AND DISPUTE SETTLING PROCEDURE

- 36.1 The parties are committed to avoiding industrial disputation about the application of this Agreement.
- 36.2 If a grievance or dispute arise about the application of this Agreement:
 - (i) In the first instance, it is to be dealt with at the workplace by appropriate employer and employee representatives;
 - (ii) In circumstances where discussions at that level fail to resolve the grievance or dispute, the issue will be referred to appropriate union and management representatives; and
 - (iii) If still unresolved, the matter will be referred to the Tasmanian Industrial Commission.
- 36.3 Where a grievance or dispute is being dealt with under this process, normal work will continue.



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- 36.4 This grievance and dispute procedure does not take away an employee's rights to seek redress of a grievance either under the *State Service Act 2000* or the *Industrial Relations Act 1984*, or any other relevant legislation.

37 NO EXTRA CLAIMS

The parties to this Agreement undertake that, for the life of this Agreement, they will not initiate any additional claims regarding salary or conditions of employment.



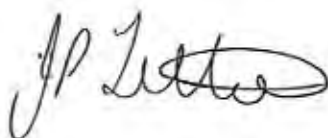
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OFFICIAL

SIGNATORIES

SIGNED FOR AND ON BEHALF OF

The Minister administering the *State Service Act 2000*



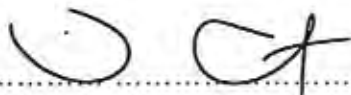
Signed:.....

Name: Jane Fitton

Date: 28 April 2026

SIGNED FOR AND ON BEHALF OF

Australian Education Union, Tasmanian Branch



Signed:.....

Name: David Genford.....

Date: 28/04/26.....

SIGNED FOR AND ON BEHALF OF

Community & Public Sector Union (State Public Services Federation Tasmania) Inc.

Signed:.....

Name: Natalie Jones

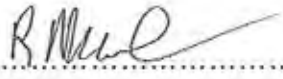


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OFFICIAL

Date: 28 April 2026

SIGNED FOR AND ON BEHALF OF
Health and Community Services Union, Tasmania Branch

Signed: 

Name: Robbie Moore

Date: 28 April 2026



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SCHEDULE 1 – DOH AND DECYP (CHILDREN AND YOUTH SERVICES) ALLIED HEALTH PROFESSIONAL GROUPS – HEALTH AND HUMAN SERVICE AWARD

- Aboriginal and Torres Strait Islander Health Practice
- Audiology
- Cardiac Physiology
- Children and Families/Youth Justice Professional
- Counselling (Degree Qualified AQF Level 7)
- Dental Prosthetics
- Dental Therapy
- Diagnostic Radiography/Medical Imaging
- Dietetics
- Diversional Therapy (Degree Qualified AQF Level 7)
- Environmental Health Officer
- Epidemiology
- Exercise Physiologist
- Genetic Counselling
- Health Physics
- Mammography
- Medical Librarian
- Medical Science
- Microbiology
- Music Therapy
- Neurophysiology Science
- Nuclear Medicine Technology
- Occupational Therapy
- Optometry
- Oral Health Therapy
- Orthoptics
- Orthotics/Prosthetics
- Perfusion
- Pharmacy
- Physiotherapy
- Play Therapy (Degree Qualified AQF Level 7)
- Podiatry
- Psychology
- Public Health Officer/Public Health Science
- Radiation Oncology Medical Physics
- Rehabilitation Counselling (Degree Qualified AQF Level 7)
- Respiratory Science
- Sleep Science



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- Social Work
- Sonography
- Speech Pathology

The above list includes positions required to coordinate, manage, advise and undertake research or projects in relation to any of the above professions.



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SCHEDULE 2 – DECYP, DPFEM, DPAC AND DOJ ALLIED HEALTH PROFESSIONAL GROUPS – TASMANIAN STATE SERVICE AWARD

Department for Education, Children and Young People

Speech Pathology

Social Work

Department of Police, Fire and Emergency Management

Psychology

Forensic Science (FSST)

Department of Premier and Cabinet

Occupational Therapy

Psychology

Social Work

Speech Pathology

Department of Justice

Psychology

The above list includes positions required to coordinate, manage, advise and undertake research or projects in relation to any of the above professions.

The DECYP, DPFEM, DoJ or DPAC may also employ any Allied Health Profession included in Schedule 1 as/when required to meet the operational requirements.



SCHEDULE 3 – ALLIED HEALTH PROFESSIONAL CLASSIFICATION STANDARDS

Preamble

The Allied Health Professional Classification Standards (AHP Classification Standards) apply to the Allied Health Professions (AHPs) listed in Schedules 1 and 2 of this Agreement, excluding Radiation Oncology Medical Physicists (Schedule 4).

The qualification requirements for Allied Health Professionals within the scope of this Agreement are set out below, except that, the qualification requirements for specific employees within the scope of this Agreement employed in the Department for Education, Children, and Young People (DECYP) within Children/Families in Child Safety Services and Youth Justice Operations are set out in Schedule 11.

All AHPs must complete a tertiary entry to practice qualification. For AHPs specified under Schedule 1 and Schedule 2:

- (i) AHPs regulated under the National Registration and Accreditation Scheme must complete a tertiary qualification approved by the relevant National Board and current registration with the relevant National Board is required.
- (ii) Self-regulated AHPs must complete a minimum AQF level 7 qualification approved by the professional body responsible for accrediting programs of study for the profession in Australia and eligibility for membership, or full membership with, the professional association, is required.

Other professions specified under Schedule 2 must complete a tertiary entry to practice qualification approved by the Head of the State Service in accordance with Employment Direction 1.

The essential requirements for AHPs specified under Schedule 1 are outlined in the Department of Health's Allied Health Professional and Allied Health Assistant Essential and Desirable requirements Protocol.

In addition to entry to practice qualifications, certain professions and/or classification levels may have other essential and/or desirable post graduate education requirements.

The AHP Classification Standards determine the classification level for AHPs employed in the Tasmanian State Service. The AHP Classification Standards align to the AHP career structure and are based around seven job components, each containing a series of descriptors.



- **Focus:** the primary purpose of the work
- **Context and Framework:** the operating environment and decision-making framework
- **Knowledge, Skills and Expertise:** includes qualifications and experience
- **Interpersonal Skills:** oral and written communication skills and the ability to lead people and manage relationships.
- **Judgement:** critical thinking, problem solving and decision-making requirements
- **Influence:** the impact of the work
- **Leadership, Accountability and Responsibility:** the principal responsibilities of the work

The AHP Classification Standards provide an objective guide to assess statements of duties against and determine classification levels that are consistent across agencies, professions and practice contexts. Positions are classified according to assessment against the job components, not by position title.

A 'best fit' approach applies to classifying AHP roles against the AHP Classification Standards. The job components have equal weight or effect and no classification standards (descriptors) within a job component has more importance than another. Some classification standards (descriptors), however, are more relevant in describing different types of work than others, and therefore will have more influence in classifying that work. Not every classification standard (descriptor) applies to any individual job. The AHP Classification Standards are appropriately used when job components and the overall theme or "feel" of a particular classification level provides the "best fit" to an employee's duties. In using the AHP classification Standards it is important to consider particular organisational arrangements, such as the reporting relationships above and below specifically assigned duties.

AHP level A is designed to facilitate employment of AHP students enrolled in an accredited pre-entry tertiary program. AHP level A may also be used during the period encompassing completion of accredited pre-entry tertiary program requirements until their qualification is conferred and essential requirements for employment as an AHP level 1-2 are met (i.e. registration or professional membership requirements relevant to the profession). AHP level A roles are not included in the three streams that apply to AHP level 1-2 to AHP level 5.

The AHP Classification Standards are aligned around three streams applied across classification levels AHP Level 1-2 to AHP Level 5.

Clinical/Professional Stream; roles are generally direct patient/client facing and based around a therapeutic relationship



Scientific/Regulatory Stream; roles are indirect patient/client facing and based around influencing and supporting the therapeutic relationships of other health professionals with their patients/clients, or roles are non-patient/client facing where the focus is scientific analysis, monitoring, reporting and/or regulatory functions

Management Stream; managerial roles ranging from operational coordination to senior management.

The streams are designed to reflect the main practice contexts in which AHPs work and are not specific to any profession or role in which an AHP works. AHP roles may be classified based on assessment of the classification standards (descriptors) within a stream. However, AHP roles may also be classified based on assessment against classification standards (descriptors) across more than one stream within the same classification level, particularly where clinical/professional or scientific/regulatory responsibilities are combined with management responsibilities.

AHPs are increasingly working in roles focused predominantly on the education of AHPs undertaking pre-entry level tertiary qualifications and/or roles focused on undertaking formal research. The AHP Classification Standards include classification standards (descriptors) within the Clinical/Professional and Scientific/Regulatory streams that describe the expectations across the classification levels regarding education and research in various job components. Applying the 'best fit' principal, these classification standards can be used to support appropriate classification of AHP roles primarily focused on education and/or research.

AHP Level 6 roles are considered to predominantly have an executive management and leadership focus in relation to regional or statewide services, workforce, policy and regulatory functions and the classification standards are not separated into streams at this classification level.

The AHP classification standards will be reviewed when this Agreement is renegotiated to ensure they remain contemporary.

Definitions

The following terms and definitions are provided to support interpretation of the classification descriptors. Certain terms may be combined to describe expectations at different levels ie. 'complex' and 'clinical/professional work' or 'limited' and 'clinical/professional supervision'.

Term	Definition
Accreditation	Accreditation is a recognised evaluation process to assess quality and safety. In these classification standards (descriptors), the term may



	refer to accreditation in the context of education and training programs and/or profession specific requirements to practice, and/or accreditation of facilities and/or services against various national standards.
Advanced	A very high level of competency, skill and expertise gained through extensive experience, continuing professional development and/or post graduate education and training.
Allied Health Professional	Refers to professions specified under Schedule 1 or 2 of this Agreement. Abbreviated to AHP.
Broad supervision and direction	Means an employee possesses advanced knowledge, skills and expertise, and is considered highly competent in their profession, exercises advanced professional judgement and requires little guidance. An employee receives instruction in the form of broadly stated objectives. They have a delegated level of authority and discretion to plan and otherwise achieve results and are expected to plan and complete work independently, can suggest and initiate improvements and can deal competently with highly complex matters.
Business Unit	A business unit is defined by the context in which it is operated within the Agency. The contextual information regarding the customers and the nature of the business unit is what needs to be provided to determine the classification of the position. Contributing factors can include but are not limited to size, scope, complexity and influence. Use of the term "business unit" is a conceptual statement and overrides any use of the term within the organisational nomenclature of the time.
Clinical	Therapeutic care that requires ongoing assessment, planning, intervention and evaluation by AHPs.
Clinical/professional knowledge	The knowledge of principles, techniques and skills applicable to the profession or sub-specialty. Clinical/professional knowledge is obtained from completing a tertiary entry to practice qualification relevant to the profession, as well as experience, continuing professional development and/or formal post entry level tertiary education and training. The term is further defined at different classification levels by terms such as 'routine', 'proficient', 'advanced', 'expert' and 'paramount'.
Clinical/professional leadership	Leadership is the capacity to guide the development of individuals, teams, services, functions and/or programs, especially as related to influencing strategic direction and the setting of standards of practice.



	<i>Clinical leadership</i> is the application of leadership in a clinical context and relating to clinical services and clinical outcomes. <i>Professional leadership</i> is the application of leadership in a professional context including in relation to professional knowledge and professional governance. The term is further defined at different classification levels by terms such as 'proficient', 'advanced' and 'expert'.
Clinical/professional supervision	Supervision relates to the ongoing development of skills and knowledge required by the AHP under the guidance of a more senior AHP. It ensures the AHP achieves and maintains the expected professional standards of work in that profession. The supervisor may not necessarily be the AHP's day-to-day manager. <i>Clinical supervision</i> is the component of supervision which specifically focuses on developing clinical skills and furthering clinical abilities through facilitated reflection on clinical scenarios, multidisciplinary approaches or profession-specific development. <i>Professional supervision</i> is the component of supervision dedicated to facilitating in-depth reflection on non-clinical specific tasks or duties, that still fall within the duties of the AHP. This could include project management skills, general communication and prioritisation skills, general career discussions or teamwork issues. The level of supervision may be direct, close, routine, limited or broad for AHP levels A to 4. AHP levels 5 and 6 operate with considerable autonomy or autonomously with varying levels of direction in the context of professional supervision. <i>Please Note: It is recognised that all AHPs require supervision and support in the execution of their roles regardless of level and that this is an expectation in relation to complying with professional standards and governance arrangements.</i>
Clinical/professional work	Refers generally to the type of work within the remit of the profession. Further guidance may be drawn from professional capabilities/competencies and/or professional standards governed by National Boards or professional associations. The term is further defined at different classification levels by terms such as 'routine', 'novel', 'complex', 'critical', 'highly complex', 'exceptionally complex' or 'specialised'.



Close supervision and direction	Requires that the supervisor is readily available for direct supervision on an agreed frequent basis and closely supervises the work, providing clear, detailed and specific instructions. The AHP works as directed and consults with the supervisor as needed on all matters not covered in the original instruction.
Complex	Complicated, involved, intricate and involving many different influences. Complex clinical/professional or scientific/regulatory work denotes work in which the range of options is imprecise, requires high-level application of general principles, and may require some adaptation of accepted practices and procedures. The work commonly involves elements or interrelationships between tasks. Complexity may also refer to the intersection between the care needs of the clients/patients/consumers or the intersection between stakeholders (i.e. police officers, courts). The extensions of complex are 'highly complex' and 'exceptionally complex'.
Competent	Achieving an agreed level of capability that allows adequate performance at a given classification level.
Consultant	Refers to an AHP with specialised level of knowledge, skills and expertise who is recognised as a state or nation-wide leader in their given profession or sub-specialty. They are utilised as an expert reference point in their profession or sub-specialty.
Corporate impact	Means a measure of the effect of decisions made or advice required in a position on Agency policies and operations and the achievement of objectives. Corporate impact is direct in the case of decisions taken, e.g. in determining policy or committing resources or indirect where advice or recommendations are involved. The effect of advice or recommendations is a measure of the influence of the advice and recommendations upon the decision-maker and the consequences for the organisation of the decision made. Recommendations of a highly technical or specialised nature, for example may influence the work of a major function or area of the Agency's operations or have an effect beyond the Agency.
Critical	May be used in the sense commonly accepted in relation to critical issues or critical decision making. Critical clinical/professional or scientific/regulatory work requires independent professional judgement and judicious evaluation to inform

	decision making and where the effects of decision-making impact the work area and outcomes for the team, service/business unit, function and/or program.
Demonstrates	An appointee to a role exhibits a given characteristic required of the role in either an easily observable or readily quantifiable way.
Direct supervision	Requires that the supervisor is proximate and available to supervise the work. The supervisor provides clear, detailed and specific instructions. The AHP works as directed and consults with the supervisor on all matters not covered in the original instruction.
Expert	Means extraordinary proficiency and connotes high level knowledge, skill and expertise in the given profession and/or sub-specialty gained through extensive experience and post-graduate education and training.
FTE	Full Time Equivalent includes all professional, technical or support employees under management of a given individual or in a given service, team, function and/or program. May include those FTE for which both operational and professional responsibility is held.
Function	A related and aligned area of activities combined to form a unit within the organisational structure of an Agency.
Generalist	An AHP who works to the full scope of practice of the profession. This may include working to extended or advanced scope of practice.
Governance	Governance encompasses the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account. Ethics, risk management, compliance and administration are all elements of governance. Includes corporate governance, professional governance and clinical governance <i>Corporate governance</i> refers to the framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in organisations. <i>Professional governance</i> pertains to a specific profession and includes the roles and responsibilities that are attributed to maintaining and being accountable for professional standards and quality. Elements of professional governance may include but are not limited to; (a) Profession-specific supervision framework; (b) Competency assessment and review; (c) Performance and development; (d) Professional development and training; and (e) Clinical audit processes



	<i>Clinical governance</i> is the set of relationships and responsibilities established by a health service organisation between its state or territory department of health (for the public sector), governing body, executive, clinicians, patients, consumers and other stakeholders to ensure good clinical outcomes. This includes activities at the individual and professional level and may include but are not limited to; (a) Endorsement (clear standards e.g. credentialing, competency assessment); (b) Development (e.g. professional support); and (c) Monitoring/reporting processes (e.g. registration checks, clinical audit)
Guidance	Informal professional advice about what to do and how to do it and given without close supervision.
Limited supervision and direction	means that an occupant possesses proficient knowledge, skills and expertise and demonstrate proficiency in their profession, exercise initiative and judgement, require limited guidance and are expected to plan and complete work with considerable independence. Supervision is provided on an agreed basis and or as required for novel, complex or critical situations for which there are no documented precedents. Work may be subject to progress checks but where these checks are made, they are usually confined to ensuring that in general terms, satisfactory progress is being made. In a small number of cases, where the work is novel or critical, checks may include an assessment of the integrity of tasks/activities as they are completed.
Managerial responsibilities	Includes responsibilities related to the management of teams/services, functions and/or programs, including but not limited to accountability for human, financial and information resources and assets under the control of the position. Managerial responsibilities also include implementation of strategies and processes, achievement of objectives and to ensure that professional standards and governance arrangements are complied with.
Mentoring	Informal professional development activity designed to enhance the knowledge, skills and abilities of others by actions such as role modelling, advocacy and support to other health professionals.
Multi-disciplinary	The combination of several health professions. This could include different professions e.g. occupational therapist, physiotherapist, social worker, nurse etc as well as technicians, assistants and/or administrative staff.



National Board	A National Board established under the <i>Health Practitioner Regulation National Law (as in force in each state and territory) Act 2010</i> to govern a health profession or group of health professions
Novel	Encompasses work requiring a degree of creativity, originality, ingenuity and initiative, and of a type of work not normally undertaken. The term may refer to the introduction of a new technology or process used elsewhere.
Operational management	Relates to roles and responsibilities that support the day-to-day management of teams/services, functions and/or programs including recruitment, service planning and development, staff management, service reporting budget management etc. It may or may not include human resource, financial and/or information management delegations.
Paramount	The highest level of knowledge, skill, expertise, influence, impact and/or advice.
Professional Association	A peak body responsible for a self-regulated allied health profession, including accreditation of approved programs of study.
Professional judgement	Critical thinking, problem solving and decision-making requirements in the context of professional knowledge, skills and expertise.
Proficient	A high level of competency and skill gained through experience and advancing the employee's level of professional knowledge. This may be achieved through continuing professional development and/or post graduate education and training.
Program	A program may stand alone or be located within a function. Typically involves related professions within a function of an Agency or related professions that range across functional areas. May have a defined life span and/or include responsibility for project(s) and/or strategic policy initiatives.
Quality assurance	A program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. May be a regulatory and/or accreditation requirement.
Reference point	Responsibility of a role to provide advice, guidance, and support.
Routine	Refers to the type of tasks and duties that align with the threshold professional capabilities/competencies relevant to the profession and/or other conventional established practices, methods and professional standards.



Routine supervision and direction	Means that an employee has good position knowledge, skills and abilities and can deal with most routine tasks/duties. Instruction is provided regarding what is required, including the method of approach and any unusual or difficult features, except where they are familiar with the work. Normally, the immediate supervisor provides the instruction. Routine supervision requires that the supervisor is available for direct supervision on an agreed and regular basis, with additional supervision provided as required or as requested, particularly where guidance is sought for more complex matters, but in general the employee can perform their duties without close supervision.
Scientific/regulatory knowledge	The knowledge of scientific principles, techniques and skills applicable to the profession or sub-specialty. The knowledge of legislative, regulatory and/or other statutes, and their application to public administration, governance and safety. Scientific/regulatory knowledge is obtained from completing a tertiary entry to practice qualification relevant to the profession, as well as experience, continuing professional development and/or post graduate education and training.
Scientific/regulatory work	Refers generally to the type of work within the remit of the field of science. Further guidance may be drawn from professional capabilities/competencies and/or professional standards governed by National Boards or professional associations. Refers generally to the type of work within the remit of the regulatory responsibilities defined by legislation, regulation and/or other statutes. The term is further defined at different classification levels by terms such as 'routine', 'novel', 'complex', 'critical', 'highly complex', 'exceptionally complex' or 'specialised'.
Service	A service is defined by the context in which it is operated within the Agency. The contextual information regarding the customers and the nature of the service provided is what needs to be provided to determine the classification of the position. Contributing factors can include but are not limited to size, scope, complexity and influence. Use of the term "service" is a conceptual statement and overrides any use of the term within the organisational nomenclature of the time.
Specialised	Means the combination of expert level knowledge, skills and experience within a given profession that is obtained through post-graduate education and training, experience and continuing professional development, and may include (a) specialised area of practice within a profession and/or



	(b) specialised methods, procedures, and/or techniques within the scope of practice of a profession
Specialist	Refers to the definition under the <i>Health Practitioner Regulation National Law 2010</i> (as in force in each state and territory) Act 2010. Use of the term is restricted by the National Law and recognition by any profession needs approval by the ministerial council. Scope of practice determined by recognised boundaries of specialist practice. Is registered as a specialist by Ahpra. For the purpose of evaluation "specialist" describes a health practitioner recognised for their breadth of knowledge and skill within their specialised area of practice.
Statewide	The impact of the role that may influence services, professional groups, or clinical practice across the whole of Tasmania. Statewide is the scope of practice required of the role, not the person.
Sub-specialty	Describes a more focused scope of practice within that of a profession. May include where the AHP works with a discrete patient/client group in a defined setting or where the AHP's work is focused on particular methods, procedures, and/or techniques. A new graduate may work in a sub-specialty area of practice. Does not determine the level of practice.
Team	A sub-set of employees within a service/business unit.
Technicians	Employees not classified under this Agreement who are responsible for the operation of, and sometimes interpretation of, data from healthcare or scientific apparatus.
Work area	The area in which an employee works. May be part of a team/service, function and/or program.

AHP level A (AHP A)

FOCUS
- AHP level A is designed to facilitate employment of AHP students enrolled in a pre-entry tertiary program and/or during the period encompassing completion of pre-entry tertiary program requirements until their qualification is conferred and essential requirements for employment as an AHP level 1-2 are met (i.e. registration or professional membership requirements relevant to the profession). - AHP level A must not be used to employ an AHP student undertaking a professional experience placement or work integrated learning that is a requirement of their pre-entry tertiary qualification, unless the student is enrolled in an embedded student program and the Department of Health has a formal relationship with the tertiary education provider. - An AHP level A is not an autonomous practitioner and must work under direct supervision of an experienced AHP of the same profession and receive close direction to undertake a



limited range of routine professional work for which they have been assessed as competent by the Employer. ▪ Actively participates within the team, service/business unit, function and/or program and collect required data and other information. ▪ May participate in other activities related to education and training, research, quality improvement, projects, policy and/or regulation. ▪ May work alongside allied health assistants, technicians, other employees but must not have supervisory responsibilities. ▪ If an AHP level A is employed permanently, prior approval for a special probation period aligned to length of training must be sought from the Premier in accordance with Employment Direction No 1. Otherwise, employment at AHP level A should be fixed term and/or fixed term casual employment.
CONTEXT AND FRAMEWORK
▪ Operates within legislation, regulations, professional standards and operational guidelines, systems, and processes under direct supervision.
KNOWLEDGE, SKILLS AND EXPERTISE
▪ AHP level A employees must be currently enrolled in an accredited pre-entry tertiary program relevant to allied health professions included in Schedule 1 or Schedule 2 and hold student registration with the relevant National Board or be eligible for student membership with the relevant professional association (as applicable to the profession). ▪ Demonstrate a limited range of knowledge, skills, and experience in their given profession for which they have been assessed as competent by the Employer with the ability to apply established methods and procedures toward the completion of required clinical/professional or scientific/regulatory tasks. ▪ Demonstrates competent knowledge and skill to provide information to clients, colleagues and stakeholders. ▪ Demonstrates the ability to participate in quality or service improvement activities under direct supervision.
INTERPERSONAL SKILLS
▪ Demonstrates the ability to work in a team. ▪ Builds and maintains effective relationships with patients/clients, colleagues and stakeholders. ▪ Demonstrates the ability to apply effective written and verbal communication skills to perform clinical/professional or scientific/regulatory work commensurate with level of competence.
JUDGEMENT
▪ Demonstrates sound reasoning skills and ability to explain decision-making. ▪ Demonstrates understanding of relevant legislation, regulations, professional standards, established clinical/professional or scientific/regulatory practices or methods and operational guidelines, systems, and processes.
INFLUENCE
▪ The work supports effective provision of services, functions and/or programs at the individual, group and/or population level ▪ The work supports service delivery performance, achievement of objectives and outcomes for the team, service/business unit, function and/or program.



LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

- Performs clinical/professional or scientific/regulatory work commensurate with level of competency under the direct supervision of an experienced AHP of the same profession.
- Manages own professional standards and regulatory requirements relating to pre-entry level registration, accreditation, certification and/or membership, as applicable to the profession.
- Responsible for the appropriate use of allocated resources.
- Contributes to management activities including governance related activities and collection of statistics and other information or data.

AHP level 1-2 (AHP 1-2)**FOCUS**

AHP level 1-2 is a broad banded classification level that encompasses newly qualified to experienced AHPs with a competent level of professional knowledge and skill, gained through satisfactory completion of the tertiary qualification required for the profession. At a minimum, AHP level 1-2 must have obtained entry to practice (threshold) professional competency/capability as per the requirements of the relevant National Board or professional association.

AHP level 1-2 positions may be advertised as the AHP level 1 range to attract new graduates and early career professionals or the AHP level 2 range to attract AHPs with at least 3 or 4 years' experience, depending on applicable appointment salary prescribed by clause 29. Advertising an AHP Level 1-2 position in the AHP level 1 range does not remove the broad banded classification or preclude an employee applying for competency progression or accelerated competency progression as prescribed by clause 10 when eligible.

Clinical/Professional Stream

- Performs routine clinical/professional work in their given profession, working in teams, services/business units, functions and/or programs, operating at the level of professional practice commensurate with level of experience.
- Contributes to management activities including governance related activities and collection of statistics and other information and data.
- May participate in other activities that may be related to education and training, research, quality improvement, projects, policy and/or regulation.
- Initially, works under close supervision and direction. Supervision decreases as experience is gained, until a wide range of tasks and duties are capable of being performed under routine supervision and direction.
- In the AHP level 2 range, complex clinical/professional work may be performed under close supervision until deemed competent and capable of performing complex clinical/professional work under routine supervision.
- With experience, provides clinical and/or professional supervision and support to less experienced AHPs, allied health assistants, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

Scientific/Regulatory Stream

- Performs routine scientific/regulatory work in their given profession, working in teams, services/business units, functions and/or programs, operating at the level of professional practice commensurate with level of experience.
- Contributes to management activities including quality assurance and accreditation activities and collection of statistics and other information and data.
- May participate in other activities that may be related to education and training, research, quality improvement, projects, policy and/or regulation.
- Initially, works under close supervision and direction. Supervision decreases as experience is gained, until a wide range of tasks and duties are capable of being performed under routine supervision and direction.
- In the AHP level 2 range, complex scientific/regulatory work may be performed under close supervision until deemed competent and capable of performing complex scientific/regulatory work under routine supervision.
- With experience, provides professional supervision and support to less experienced AHPs, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

CONTEXT AND FRAMEWORK

Clinical/Professional Stream

- Operates within legislation, regulations, clinical/professional standards and operational guidelines, systems, and processes.
- May modify established clinical/professional practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence.

Scientific/Regulatory Stream

- Operates within legislation, regulations, scientific/regulatory standards and operational guidelines, systems, and processes.
- May modify established scientific/regulatory practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence.

KNOWLEDGE, SKILLS AND EXPERTISE

Clinical/Professional Stream

- Demonstrates recognised clinical/professional knowledge, skills, and expertise, to a competent level to experienced level, obtained through tertiary qualification relevant to the profession, experience and professional development.
- Demonstrates the ability to apply established methods and procedures toward the completion of required clinical/professional tasks, commensurate with level of experience.
- Well-developed conceptual, analytical and reasoning skills to research, investigate and make modifications to established clinical/professional practices or methods within scope of practice.
- Demonstrates competent to experienced level of knowledge, skill and expertise in quality improvement and research protocols and applicable methodology relevant to allied health professional practice under supervision of a more experienced AHP.
- Demonstrates ability to participate in activities that may be related to education and training, projects, policy, or regulation, under supervision of a more experienced AHP.

Scientific/Regulatory Stream

- Demonstrates recognised scientific/regulatory knowledge, skills, and expertise, to a competent to experienced level, obtained through tertiary qualification relevant to the profession, experience and professional development.
- Demonstrates the ability to apply established methods and procedures toward the completion of required scientific/regulatory tasks, commensurate with level of experience.
- Well-developed conceptual, analytical, and reasoning skills to research, investigate and make modifications to established scientific/regulatory practices or methods within scope of practice.
- Demonstrates competent to experienced level of knowledge, skill and expertise in quality improvement and research protocols and applicable methodology relevant to scientific/regulatory practice under supervision of a more experienced AHP.
- Demonstrates ability to participate in activities that may be related to quality assurance, education and training, projects, policy, or regulation, under supervision of a more experienced AHP.

INTERPERSONAL SKILLS

Clinical/Professional Stream

- Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture.
- Actively participates within the team, services/business units, program and/or function.
- Builds and maintains effective professional relationships with patients/clients, colleagues, and stakeholders.
- Demonstrates ability to apply effective written and verbal communication skills to perform routine clinical/professional work.
- Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
- With experience, provides support to less experienced AHPs, allied health assistants, technicians, other personnel, and students.
- Under supervision, may be required to interpret and explain complex professional issues.

Scientific/Regulatory Stream

- Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture
- Actively participates within the team, services/business units, program and/or function.
- Builds and maintains effective professional relationships with colleagues and stakeholders.
- Demonstrates ability to apply effective written and verbal communication skills to perform routine scientific/regulatory work.
- Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
- With experience, provides support to less experienced AHPs, technicians, other personnel, and students.
- Under supervision, may be required to interpret and explain complex scientific/regulatory issues.

JUDGEMENT

Clinical/Professional Stream

- Exercises routine professional judgement and decision-making capability with increasing independence.



- As experience builds, makes decisions, and solves problems with increasing independence up to and including under routine supervision and direction.
- Interprets and applies relevant legislation, regulations, clinical/professional standards, established clinical/professional practices or methods and operational guidelines, systems, and processes.

Scientific/Regulatory Stream

- Exercises routine professional judgement and decision-making capability with increasing independence.
- As experience builds, makes decisions, and solves problems with increasing independence up to and including under routine supervision and direction.
- Interprets and applies relevant legislation, regulations, professional standards, established scientific/regulatory practices or methods and operational guidelines, systems, and processes.

INFLUENCE

Clinical/Professional Stream

- The work influences the effective provision of services, functions and/or programs at the individual, group and/or population level.
- The work influences service delivery performance, achievement of objectives and outcomes for the team, service/business unit, function and/or program.
- Advice has minimal corporate impact and influence beyond the immediate work area.
- Contributes to how priorities are determined regarding routine clinical/professional work; management activities including governance related activities, collection of statistics and other information and data; and other activities that may be related to education, research, quality improvement, projects, policy and/or regulation.
- With experience and professional development, the level of influence increases through researching, investigating, and making modifications to established clinical/professional practices or methods within scope of practice, to achieve outcomes and objectives.

Scientific/Regulatory Stream

- The work influences the effective provision of scientific/regulatory services, functions and/or programs at the individual, group and/or population level.
- The work influences service delivery performance, achievement of objectives and outcomes for the team, service/business unit, function and/or program.
- Advice has minimal corporate impact and influence beyond the immediate work area.
- Contributes to how priorities are determined regarding routine scientific/regulatory work; management activities including quality assurance activities, collection of statistics and other information and data; and other activities that may be related to education, research, quality improvement, projects, policy and/or regulation.
- With experience and professional development, the level of influence increases through researching, investigating, and making modifications to established scientific/regulatory practices or methods within scope of practice, to achieve outcomes and objectives.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

Clinical/Professional Stream

- Accountable and responsible for provision of routine clinical/professional services under the supervision of more experienced AHPs.
- With experience, is capable of, and expected to, prioritise own workload.



- Manages own professional standards and regulatory requirements relating to professional registration, accreditation, certification and/or membership, as applicable to the profession.
- Uses allocated resources appropriately.
- Contributes to management activities including governance related activities and collection of statistics and other information or data.
- Participates in professional development, education and training.
- Commensurate with level of experience in role, provides peer support and instruction on matters pertaining to routine clinical/professional work to less experienced AHPs.
- Contributes ideas to deliver agreed outcomes.
- Commensurate with level of experience in role, provides clinical/professional supervision for students with the support of a more experienced AHP.
- With experience, provides feedback to supervisors or managers in relation to the performance appraisal and development of less experienced AHPs, allied health assistants, technicians, and other personnel.

Scientific/Regulatory Stream

- Accountable and responsible for provision of routine scientific/regulatory services under the supervision of more experienced AHPs.
- With experience, is capable of, and expected to, prioritise own workload.
- Manages own professional standards and regulatory requirements relating to professional registration, accreditation, certification and/or membership, as applicable to the profession.
- Uses allocated resources appropriately.
- Contributes to management activities including quality assurance and accreditation activities and collection of statistics and other information or data.
- Participates in professional development, education and training.
- Commensurate with level of experience in role, provides peer support and instruction on matters pertaining to routine scientific/regulatory professional work to less experienced AHPs.
- Contributes ideas to deliver agreed outcomes.
- Commensurate with level of experience in role, provides education for students with the support of a senior AHP.
- With experience, provides feedback to supervisors or managers in relation to the performance appraisal and development of less experienced AHPs, technicians and other personnel.

AHP level 2 (AHP 2)

FOCUS

AHP level 2 is a classification level where AHPs are expected to have at least 3-4 years' post-entry experience in their profession.

Clinical/Professional Stream

- Performs routine clinical/professional work in their given profession under routine supervision, working in teams, services/business units, functions and/or programs,
- Undertakes management activities including governance related activities and collection of statistics and other information and data.

- Participates in other activities related to education and training, research, quality improvement, projects, policy and/or regulation.
- Initially undertakes complex clinical/professional work under close supervision until deemed competent and capable of undertaking complex clinical/professional work under routine supervision.
- Provides clinical and/or professional supervision and support to less experienced AHPs, allied health assistants, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

Scientific/Regulatory Stream

- Performs routine scientific/regulatory work in their given profession under routine supervision, working in teams, services/business units, functions and/or programs.
- Undertakes management activities including quality assurance and accreditation activities and collection of statistics and other information and data.
- Participates in other activities related to education and training, research, quality improvement, projects, policy and/or regulation.
- Initially undertakes complex scientific/regulatory work under close supervision until deemed competent and capable of undertaking complex scientific/regulatory work under routine supervision.
- Provides professional supervision and support to less experienced AHPs, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

CONTEXT AND FRAMEWORK

Clinical/Professional Stream

- Operates within legislation, regulations, clinical/professional standards and operational guidelines, systems, and processes.
- Modifies established clinical/professional practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence.

Scientific/Regulatory Stream

- Operates within legislation, regulations, scientific/regulatory standards and operational guidelines, systems, and processes.
- Modifies established scientific/regulatory practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence.

KNOWLEDGE, SKILLS AND EXPERTISE

Clinical/Professional Stream

- Demonstrates an experienced level of clinical/professional knowledge, skills, and expertise.
- Demonstrates the ability to apply established methods and procedures toward the completion of required clinical/professional tasks.
- Well-developed conceptual, analytical and reasoning skills to research, investigate and make modifications to established clinical/professional practices or methods within scope of practice.



- Demonstrates an experienced level of knowledge, skill and expertise in quality improvement and research protocols and applicable methodology relevant to allied health professional practice.
- Undertakes activities related to education and training, projects, policy, or regulation.

Scientific/Regulatory Stream

- Demonstrates an experienced level of scientific/regulatory knowledge, skills, and expertise.
- Demonstrates the ability to apply established methods and procedures toward the completion of required scientific/regulatory tasks.
- Well-developed conceptual, analytical, and reasoning skills to research, investigate and make modifications to established scientific/regulatory practices or methods within scope of practice.
- Demonstrates an experienced level of knowledge, skill and expertise in quality improvement and research protocols and applicable methodology relevant to scientific/regulatory practice.
- Undertakes activities related to quality assurance, education and training, projects, policy, or regulation.

INTERPERSONAL SKILLS

Clinical/Professional Stream

- Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture.
- Actively participates within the team, services/business units, program and/or function.
- Builds and maintains effective professional relationships with patients/clients, colleagues, and stakeholders.
- Demonstrates ability to apply effective written and verbal communication skills to perform routine clinical/professional work.
- Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
- Provides support to less experienced AHPs, allied health assistants, technicians, other personnel, and students.
- Interprets and explains complex clinical/professional issues, initially under close supervision until deemed competent and capable.

Scientific/Regulatory Stream

- Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture.
- Actively participates within the team, services/business units, program and/or function.
- Builds and maintains effective professional relationships with colleagues and stakeholders.
- Demonstrates ability to apply effective written and verbal communication skills to perform routine scientific/regulatory work.
- Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
- Provides support to less experienced AHPs, technicians, other personnel, and students.
- Interprets and explains complex scientific/regulatory issues initially under close supervision until deemed competent and capable.



JUDGEMENT
Clinical/Professional Stream ▪ Exercises independent professional judgement and decision-making capability in relation to managing own workload, handling routine clinical/professional work under routine supervision and complex clinical/professional work under close supervision until deemed competent and capable. ▪ Interprets and applies relevant legislation, regulations, clinical/professional standards, established clinical/professional practices or methods and operational guidelines, systems, and processes. Scientific/Regulatory Stream ▪ Exercises routine professional judgement and decision-making capability in relation to managing own workload, handling routine scientific/regulatory work under routine supervision and complex scientific/regulatory work under close supervision until deemed competent and capable. ▪ Interprets and applies relevant legislation, regulations, professional standards, established scientific/regulatory practices or methods and operational guidelines, systems, and processes.
INFLUENCE
Clinical/Professional Stream ▪ The work influences the effective provision of services, functions and/or programs at the individual, group and/or population level. ▪ The work influences service delivery performance, achievement of objectives and outcomes for the team, service/business unit, function and/or program. ▪ Advice has minimal corporate impact and influence beyond the immediate work area. ▪ Contributes to how priorities are determined regarding routine and complex clinical/professional work; management activities including governance related activities, collection of statistics and other information and data; and other activities related to education, research, quality improvement, projects, policy and/or regulation. ▪ The level of influence increases through researching, investigating, and modifying established clinical/professional practices or methods within scope of practice, to achieve outcomes and objectives. Scientific/Regulatory Stream ▪ The work influences the effective provision of scientific/regulatory services, functions and/or programs at the individual, group and/or population level. ▪ The work influences service delivery performance, achievement of objectives and outcomes for the team, service/business unit, function and/or program. ▪ Advice has minimal corporate impact and influence beyond the immediate work area. ▪ Contributes to how priorities are determined regarding routine and complex scientific/regulatory work; management activities including quality assurance activities, collection of statistics and other information and data; and other activities related to education, research, quality improvement, projects, policy and/or regulation. ▪ The level of influence increases through researching, investigating, and modifying established scientific/regulatory practices or methods within scope of practice, to achieve outcomes and objectives.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY



Clinical/Professional Stream

- Accountable and responsible for provision of routine and complex clinical/professional services under the supervision of more experienced AHPs.
- Capable of, and expected to, prioritise own workload.
- Manages own professional standards and regulatory requirements relating to professional registration, accreditation, certification and/or membership, as applicable to the profession.
- Uses allocated resources appropriately.
- Undertakes management activities including governance related activities and collection of statistics and other information or data.
- Undertakes professional development, education and training.
- Provides peer support and instruction on matters pertaining to routine clinical/professional work to less experienced AHPs.
- Contributes ideas to deliver agreed outcomes.
- Provides clinical/professional supervision for students, assistants and technicians.
- Provides feedback to supervisors or managers in relation to the performance appraisal and development of less experienced AHPs, assistants, technicians, and other personnel.

Scientific/Regulatory Stream

- Accountable and responsible for provision of routine and complex scientific/regulatory services under the supervision of more experienced AHPs.
- Capable of, and expected to, prioritise own workload.
- Manages own professional standards and regulatory requirements relating to professional registration, accreditation, certification and/or membership, as applicable to the profession.
- Uses allocated resources appropriately.
- Undertakes management activities including quality assurance and accreditation activities and collection of statistics and other information or data.
- Undertakes professional development, education and training.
- Provides peer support and instruction on matters pertaining to routine scientific/regulatory professional work to less experienced AHPs.
- Contributes ideas to deliver agreed outcomes.
- Provides education for students, assistants and technicians.
- Provides feedback to supervisors or managers in relation to the performance appraisal and development of less experienced AHPs, technicians and other personnel.

AHP level 3 (AHP3)**FOCUS****Clinical/Professional Stream**

- A senior AHP with a proficient level of clinical/professional knowledge, skills and experience applied to effectively maintain a complex and varied caseload with considerable independence, where principles, procedures, techniques or methods require adaptation or modification to address complex clinical/professional cases or matters relevant to the profession and work area. May also undertake novel and/or critical clinical/professional work.



- Performs complex and varied, novel and/or critical clinical/professional work in single profession or multidisciplinary teams, services/business units, functions and/or programs.
- Performs most clinical/professional tasks and duties with considerable independence and receives limited clinical and/or professional supervision and direction.
- Coordinates activities related to governance within the team, service/business unit, function and/or program.
- Coordinates activities that may be related to education and training, research, quality improvement, projects, policy and/or regulation.
- Provides clinical/professional supervision to less experienced AHPs, allied health assistants, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

Scientific/Regulatory Stream

- A senior AHP with a proficient level of scientific/regulatory knowledge, skills, and experience in their given profession, applied to:
 - Perform complex and varied, novel and/or critical scientific/regulatory work with limited supervision and direction; and/or
 - Supporting the operational management of a defined single profession or multidisciplinary team, function and/or program operating within or across a service/business unit, including development of less experienced AHPs, technicians, other personnel, and students; coordination of workflow processes and quality of output produced within the team, function and/or program; and implementing occupational health and safety guidelines.
- Performs complex and varied, novel and/or critical scientific/regulatory work with considerable independence, with scientific/regulatory decisions based on valid, reliable evidence and where principles, procedures, techniques, or methods require adaptation or modification to address complex scientific/regulatory cases or matters relevant to the profession and work area.
- Performs complex and varied, novel and/or critical scientific/regulatory work in single profession or multidisciplinary teams, services/business units, functions and/or programs.
- Performs most scientific/regulatory tasks and duties with considerable independence and receives limited professional supervision and direction.
- Coordinates activities that may be related to scientific/regulatory education and training, research, quality assurance, quality improvement and accreditation, projects, policy and/or regulation.
- Coordinates activities related to governance within the team, service/business unit, function and/or program.
- Provides supervision, guidance, and advice to less experienced AHPs, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

Management Stream

- AHP level 3 roles with managerial responsibilities demonstrate a proficient level of professional and managerial knowledge, skills and experience.
- AHP level 3 roles with managerial responsibilities continue to perform complex and varied, novel and/or critical clinical/professional or scientific/regulatory work with some operational management responsibilities.
- Roles support the operational management of a defined single profession or multidisciplinary team, function and/or program operating within or across a service/business unit.



- AHP level 3 roles with managerial responsibilities interpret legislation, regulations, policy and guidelines and coordinate delivery of services, functions and/or programs consistent with operational and business plans determined by higher level management.
- Performs most tasks and duties with considerable independence and receives limited supervision and direction.
- Coordinates activities that may be related to education and training, research, quality improvement, projects, policy and/or regulation.
- Provides supervision to less experienced AHPs, allied health assistants, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).

CONTEXT AND FRAMEWORK

Clinical/Professional Stream

- Operates with considerable independence within established operational guidelines, systems, and processes in a challenging and demanding environment.
- Some interpretation of legislation, regulations, professional standards and operational guidelines, systems and processes may be required to support complex and varied, novel and/or critical clinical/professional work.
- Modifies established clinical/professional practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence to support complex and varied, novel and/or critical clinical/professional work.

Scientific/Regulatory Stream

- Operates with considerable independence within established operational guidelines, systems, and processes in a challenging and demanding environment.
- Some interpretation of legislation, regulations, professional standards and operational guidelines, systems and processes may be required to support complex and varied, novel and/or critical scientific/regulatory work.
- Modifies established scientific/regulatory practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence to support complex and varied, novel and/or critical scientific/regulatory work.

Management stream

- Operates under supervision within established management and operational decision-making frameworks, guidelines, systems, processes, and operational and business plans in a challenging and demanding environment.
- Some interpretation of established management and operational decision-making frameworks, guidelines, systems, and processes may be required.
- Guidance and instruction may on occasion be received on the implementation of modifications consistent with policy, regulatory and/or technological requirements, developments, and evidence.
- Modifies established clinical/professional or scientific/regulatory practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence to support complex and varied, novel and/or critical clinical/professional or scientific/regulatory work.

KNOWLEDGE, SKILLS AND EXPERTISE

Clinical/Professional Stream

- Demonstrates proficient clinical/professional knowledge, skills, and expertise to advise colleagues, management and other stakeholders regarding complex and varied, novel and/or critical clinical/professional work.
- Demonstrates proficient clinical/professional knowledge, skills, expertise (in one or more areas of practice/modalities) and clinical/professional leadership skills. Area of practice may be generalist and/or a defined sub-specialty.
- Uses knowledge, skills, and expertise to contribute to the knowledge base of the team, service/business unit, function and/or program, and is recognised as a reference point within the team, service/business unit, function and/or program.
- Demonstrates proficient knowledge and understanding regarding AHP education and training, including accreditation standards and assessment methodologies relevant to pre-entry level professional experience placements and work integrated learning.
- Demonstrates proficient knowledge and understanding of various research, quality improvement and project management methodologies, and their application in different contexts.
- Demonstrates proficient knowledge and understanding of policy development and regulatory processes and functions.
- Applies evidence that supports continuous improvement of local service delivery and/or function/program outcomes.
- Relevant postgraduate qualifications are desirable.

Scientific/Regulatory Stream

- Demonstrates proficient scientific/regulatory knowledge, skills, and expertise to advise colleagues, management and other stakeholders regarding complex and varied, novel and/or critical scientific/regulatory work.
- Demonstrates proficient scientific/regulatory knowledge, skills, expertise (in one or more areas of practice/modalities) and professional leadership skills. Area of practice may be generalist and/or a defined sub-specialty.
- Uses knowledge, skills, and expertise to contribute to the knowledge base of the team, service/business unit, function and/or program, and is recognised as a reference point within the team, service/business unit, function and/or program.
- Demonstrates proficient knowledge and understanding regarding AHP education and training, including accreditation standards and assessment methodologies relevant to pre-entry level professional experience placements and work integrated learning.
- Demonstrates proficient knowledge and understanding of various research, quality improvement and project management methodologies, and their application in different contexts.
- Demonstrates proficient knowledge and understanding of policy development and regulatory processes and functions.
- Applies evidence that supports continuous improvement of local service delivery and/or function/program outcomes.
- Relevant postgraduate qualifications are desirable.

Management stream

- Applies proficient professional knowledge, skills and expertise with competent managerial knowledge, skills, and expertise to capably perform some operational management duties.
- Competently provides advice regarding direction to the team, function and/or program.



- Demonstrates competent knowledge and understanding of relevant legislation, regulations, policy, financial and administrative frameworks, government decision-making processes, and their application to management in the public sector.
- Demonstrates competent management abilities obtained through development activities, post graduate education or formal qualification.
- Demonstrates proficient knowledge and understanding regarding AHP education and training, including accreditation standards and assessment methodologies relevant to pre-entry level professional experience placements and work integrated learning.
- Demonstrates proficient knowledge and understanding of various research, quality improvement and project management methodologies, and their application in different contexts.
- Demonstrates proficient knowledge and understanding of policy development and regulatory processes and functions.

INTERPERSONAL SKILLS

Clinical/Professional Stream

- Demonstrates proficient communication, interpersonal and clinical/professional leadership skills to align a team, function and/or program with the strategic direction and operational and business plans and contributes to a positive workplace culture.
- Actively contributes to the team, service/business unit, function and/or program.
- Develops effective professional relationships with patients/clients, colleagues, and stakeholders to inform and influence clinical/professional outcomes and/or encourage behaviour and other change.
- Communicates complex information clearly and effectively with purpose to patients/clients, colleagues and stakeholders in terms which can be understood and implemented.
- Demonstrates the ability to adjust communication style in response to different purposes and audiences.
- Provides day to day support to less experienced AHPs, allied health assistants, technicians, other personnel, and students.

Scientific/Regulatory Stream

- Demonstrates proficient communication, interpersonal and professional leadership skills to align a team, function and/or program with the strategic direction and operational and business plans and contributes to a positive workplace culture.
- Actively contributes to the team, service/business unit, function and/or program.
- Develops effective professional relationships with colleagues and stakeholders to inform and influence scientific/regulatory outcomes and/or encourage behaviour and other change.
- Communicates complex information clearly and effectively with purpose to colleagues and stakeholders in terms which can be understood and implemented.
- Demonstrates the ability to adjust communication style in response to different purposes and audiences.
- Provides day to day support to less experienced AHPs, technicians, other personnel, and students.

Management stream

- Demonstrates proficient communication, interpersonal and professional leadership skills to align a team, function and/or program with the operational and business plans, strategic direction, and contributes to a positive workplace culture.

- Develops effective professional relationships within and across the team, service/business unit, function and/or program and promotes cooperation, teamwork and understanding.
- Communicates clearly and effectively with purpose and demonstrates the ability to adjust communication style in response to different purposes and audiences.
- Provides day to day support to less experienced AHPs, allied health assistants, technicians, other personnel, and students.

JUDGEMENT**Clinical/Professional Stream**

- Exercises independent professional judgement and decision-making capability in relation to clinical/caseload management, handling a complex and varied, novel and/or critical caseload.
- Exercises initiative, flexibility, and creativity to improve outcomes for patients/clients and/or achieve outcomes for the function and/or program.
- Proficient conceptual, analytical, and reasoning skills to research, investigate and propose options regarding the implementation and delivery of complex and varied, novel and/or critical clinical/professional work.
- Options proposed are constrained by the existing policy and regulatory framework, budget, and resource considerations.

Scientific/Regulatory Stream

- Exercises independent professional judgement and decision-making capability in relation to scientific/regulatory output management, handling a complex and varied, novel and/or critical workload.
- Exercises initiative, flexibility, and creativity to improve outcomes for stakeholders and/or achieve outcomes for the function and/or program.
- Proficient conceptual, analytical, and reasoning skills to research, investigate and propose options regarding the implementation and delivery of complex and varied, novel and/or critical scientific/regulatory work.
- Options proposed are constrained by the existing policy and regulatory framework, budget, and resource considerations.

Management stream

- Competently makes sound decisions related to operational management responsibilities.
- Proficient conceptual, analytical, and reasoning skills to research, investigate and propose options regarding the operational management of activities within the team, function and/or program.
- Options proposed are constrained by the existing policy and regulatory framework, budget, and resource considerations.

INFLUENCE**Clinical/Professional Stream**

- The work has a direct influence on effective provision of services, functions and/or programs at the individual, group and/or population level.
- Work that modifies established clinical/professional practices or methods may affect outcomes for the team, service/business unit, function and/or program.
- Advice has limited corporate impact and influence beyond the immediate work area.



- The work has limited influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

Scientific/Regulatory Stream

- The work has a direct influence on effective provision of scientific/regulatory services, functions and/or programs at the individual, group and/or population level.
- Work that modifies established scientific/regulatory practices or methods may affect outcomes for the team, service/business unit, function and/or program.
- Advice has limited corporate impact and influence beyond the immediate work area.
- The work has limited influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

Management Stream

- The work has a direct influence the achievement of team, function and/or program objectives.
- Work that modifies established clinical/professional or scientific/regulatory practices or methods may affect outcomes for the team, service/business unit, function and/or program.
- Contributes to how priorities are determined and coordinates activities across the team, function and/or program consistent with the strategic direction, operational and business plans, and priorities.
- Advice has limited corporate impact and influence beyond the immediate work area.
- The work has limited influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

Clinical/Professional Stream

- Provides advice to supervisors and/or managers regarding service, function and/or program delivery matters including but not limited to design, development, and evaluation; options for prioritisation and workload management; equipment and technology.
- Supports day to day operational management through coordination and supervision of workflow/outputs for the team, service/business unit, function and/or program.
- Ensures efficient use of resources to deliver agreed outcomes at the team, function and/or program level.
- Undertakes, monitors, and reports on governance related activities within the team, service/business unit, function and/or program.
- Undertakes, monitors, and reports on professional work practices and outcomes within a team, service/business unit, function and/or program.
- Assists in identifying training needs and provides feedback to supervisors or managers in relation to the performance appraisal and development, of less experienced AHPs, allied health assistants, technicians and other personnel and may support the performance appraisal and development of select staff.
- Supports higher level management to achieve challenging and sometimes competing priorities.
- Represents the work area at meetings and in other forums.
- Provides input into strategic planning for the team, service/business unit, function and/or program.

Scientific/Regulatory Stream

- Provides advice to supervisors and/or managers regarding service, function and/or program delivery matters including but not limited to design, development, and evaluation; options for prioritisation and workload/output management; equipment and technology.
- Supports day to day operational management through coordination and supervision of workflow/outputs for the team, service/business unit, function and/or program.
- Ensures efficient use of resources to deliver agreed outcomes at the team, service/business unit, function and/or program level.
- Undertakes, monitors, and reports on governance related activities within the team, service/business unit, function and/or program.
- Undertakes, monitors, and reports on scientific/regulatory work practices and outcomes within a team, service/business unit, function and/or program.
- Assists in identifying training needs and provides feedback to supervisors or managers in relation to the performance appraisal and development, of less experienced AHPs, technicians and other personnel and may support the performance appraisal and development of select staff.
- Supports higher level management to achieve challenging and sometimes competing priorities.
- Represents the work area at meetings and in other forums.
- Provides input into strategic planning for the team, service/business unit, function and/or program.

Management Stream

- Provides advice regarding direction to the team, function and/or program.
- Provides advice to supervisors and/or managers regarding service, function and/or program delivery matters including but not limited to design, development, and evaluation; options for prioritisation and workload management; equipment and technology.
- Ensures efficient use of resources to deliver agreed outcomes at the team, service/business unit, function and/or program level.
- Undertakes, monitors, and reports on governance related activities within the team, service/business unit, function and/or program.
- Undertakes, monitors, and reports on professional work practices and outcomes within a team, service/business unit, function and/or program.
- Assists in identifying training needs and provides feedback to supervisors or managers in relation to the performance appraisal and development, of less experienced AHPs, allied health assistants, technicians and other personnel and may support the performance appraisal and development of select staff.
- Supports higher level management to achieve challenging and sometimes competing priorities.
- Represents the work area at meetings and in other forums.
- Provides input into strategic planning for the team, service/business unit, function and/or program.

AHP level 4 (AHP 4 and AHP 4-GB)**FOCUS**

The Grading of AHP level 4 roles as AHP level 4 grade B (AHP 4-GB) is reserved for Deputy Manager roles (however titled) where direct reports include other AHP level 4 employees and multiple other FTE in a formal line management relationship. AHP level 4B roles also require



relevant human resource management, financial and information management delegations (however described in each Government Agency) to appropriately exercise managerial responsibilities at this level.

Clinical/Professional Stream

- An AHP with an advanced level of professional knowledge and skill and extensive experience, applied to provide independent clinical/professional services of a highly complex and varied nature, with moderate scope, where principles, procedures, techniques, or methods require constant adaptation or modification to manage and resolve highly complex clinical/professional problems relevant to the profession and work area. May also perform novel and/or critical clinical/professional work, particularly where precedent is lacking, and advanced skills are required.
- Performs clinical/professional tasks and duties independently and receives broad clinical/professional supervision and direction.
- Leads activities related to governance, education and training, research, quality improvement, projects, policy and/or regulation, including mentoring, informing changes to established clinical/professional practices, providing clinical/professional advice to shape service, function and/or program delivery and the development of clinical/professional competence in others.
- Performs highly complex and varied clinical/professional work in single profession or multidisciplinary teams, service/business unit, functions and/or programs.
- Provides clinical and/or professional supervision to less experienced AHPs, allied health assistants, technicians, other personnel, and students (unless precluded by regulatory or professional body requirements).
- Roles classified in the AHP level 4 Clinical/Professional Stream may also have managerial responsibilities commensurate with the AHP level 4 management stream. This may include managerial responsibilities across one or more sites, managerial responsibilities for single profession and/or multidisciplinary teams, function and/or program and a formal role in performance appraisal and management of staff. However, the primary focus of the role is highly complex and varied clinical/professional work.

Scientific/Regulatory Stream

- An AHP with an advanced level of scientific/regulatory knowledge and skill, extensive experience, and leadership within their given profession, or may provide leadership across two or more sub-specialties.
- Applies advanced scientific/regulatory knowledge, skills, and extensive experience to provide independent scientific/regulatory services of a highly complex and varied nature, with moderate scope, where principles, procedures, techniques, or methods require constant adaptation or modification to manage and resolve highly complex scientific/regulatory problems relevant to the profession and work area. May also perform novel and/or critical clinical/professional work, particularly where precedent is lacking, and advanced skills are required.
- Performs scientific/regulatory tasks and duties independently and receives broad professional supervision and direction.
- Leads activities related to quality assurance, quality management, education and training, research, quality improvement and accreditation, projects, policy and/or regulation, including mentoring, informing changes to established scientific/regulatory practices.



providing scientific/regulatory advice to shape service, function and/or program delivery and the development of scientific/regulatory competence in others.

- Roles classified in the AHP level 4 Scientific/regulatory stream may also have managerial responsibilities commensurate with the AHP level 4 management stream. This may include managerial responsibilities across one or more sites, managerial responsibilities for single profession and/or multidisciplinary teams, functions and/or programs and a formal role in performance appraisal and management of staff. However, the primary focus of the role is highly complex and varied scientific/regulatory work.

Management Stream

- AHP level 4 roles with managerial responsibilities demonstrate an advanced level of professional and managerial knowledge, skills, and experience.
- AHP level 4 roles with managerial responsibilities provide operational management to a single profession and/or multidisciplinary teams, function and/or program, including professional supervision and have a formal role in the performance appraisal and management of staff.
- Roles classified at this level support higher level management roles with governance related activities and with the allocation, coordination and monitoring of human, physical and financial resources for a defined team, function and/or program, including but not limited to those operating within or across services/business units.
- Influence the development of operational and business plans to support service delivery and/or achieving function and/or program objectives.
- Contributes to the ongoing review of, education, research, policy and/or regulatory matters.

CONTEXT AND FRAMEWORK

Clinical/Professional Stream

- Operates independently within established operational guidelines, systems, and processes in a highly challenging and demanding environment.
- Considerable interpretation of legislation, regulation, professional standards and operational guidelines, systems and processes are required to support highly complex and varied, novel and/or critical professional work.
- Constant adaptation and modification of established clinical/professional practices or methods and/or trialling of novel practices or methods is required to address highly complex and varied clinical/professional work. Adaptation and modification must remain within scope of practice and according to professional, policy, regulatory and/or technological requirements, developments, and evidence.
- Applies advanced clinical/professional knowledge to develop the knowledge base of others and lead changes to established clinical/professional practices or methods within the team, service/business unit, function and/or program.

Scientific/Regulatory Stream

- Operates independently within established operational guidelines, systems, and processes in a highly challenging and demanding environment.
- Considerable interpretation of legislation, regulation, professional standards and operational guidelines, systems and processes are required to support highly complex and varied, novel and/or critical scientific/regulatory work.
- Constant adaptation and modification of established scientific/regulatory practices or methods and/or trialling of novel practices or methods is required to address highly



complex and varied scientific/regulatory work. Adaptation or modification must remain within scope of practice and according to professional, policy, regulatory and/or technological requirements, developments, and evidence.

- Applies advanced scientific/regulatory knowledge to develop the knowledge base of others and lead changes to established scientific/regulatory practices or methods within the team, service/business unit, function and/or program.
- Ensures that service initiatives are integrated into scientific/regulatory practice, organisational guidelines, systems, and processes.

Management stream

- Operates with significant independence within established management and operational decision-making frameworks, guidelines, systems and processes and operational and business plans in a highly challenging and demanding environment.
- Provides leadership to influence the development, implementation and evaluation of operational and business plans that support service delivery, function and/or program objectives.
- Established management and operational decision-making frameworks, guidelines, systems, and processes may require considerable interpretation and initiative to achieve service delivery and/or function and program objectives.
- Defines core service delivery, function and/or program issues, and develops options for new operational guidelines, systems and processes which may significantly alter outcomes.

KNOWLEDGE, SKILLS AND EXPERTISE

Clinical/Professional Stream

- Demonstrates advanced clinical/professional knowledge, skills and expertise and advanced professional judgement in advising and influencing higher level management and stakeholders regarding highly complex and varied, novel and/or critical clinical/professional work.
- Demonstrates advanced knowledge, skills, and expertise in highly complex, contemporary, clinical/professional practice standards, in one or more areas of practice/modalities. Area of practice may be generalist and/or a defined sub-specialty.
- Applies advanced clinical/professional knowledge, skills, expertise and clinical/professional leadership skills to support the development of clinical/professional competence in other members of the team, service/business unit, function and/or program, and acts as the reference point for clinical/professional advice across one or more areas of practice or sub-specialties, at a service/business unit level.
- Applies advanced knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a highly complex caseload.
- Demonstrates advanced knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.
- Relevant postgraduate qualifications are highly desirable and contribute to achieving the advanced professional knowledge, skills and expertise required to operate at this level.
- Postgraduate qualifications may be an essential requirement.

Scientific/Regulatory Stream

- Demonstrates advanced scientific/regulatory knowledge, skills and expertise and advanced professional judgement in advising and influencing higher level management



and stakeholders regarding highly complex and varied, novel and/or critical scientific/regulatory work.

- Demonstrates advanced knowledge, skills, and expertise in highly complex, contemporary, scientific/regulatory practice standards, in one or more areas of practice/modalities. Area of practice may be generalist and/or a defined sub-specialty.
- Applies advanced scientific/regulatory knowledge, skills, expertise, and professional leadership skills to support the development of scientific/regulatory competence in other members of the team, service/business unit, function and/or program, and acts as the reference point for scientific/regulatory advice across one or more areas of practice or sub-specialties, at a service level/business unit.
- Applies advanced knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a highly complex workload.
- Demonstrates advanced knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.
- Demonstrates advanced scientific/regulatory and managerial knowledge, skills and expertise and leadership skills to capably perform operational managerial duties for single profession and/or multidisciplinary teams, functions and/or programs, operating either at single or multiple sites.
- Relevant postgraduate qualifications are highly desirable and contribute to achieving the advanced scientific/regulatory knowledge, skills and expertise required to operate at this level.
- Postgraduate qualifications may be an essential requirement.

Management stream

- Applies advanced professional and managerial knowledge, skills and expertise and leadership skills to capably perform operational management duties.
- Proficiently provides direction to the team, function and/or program.
- Demonstrates advanced knowledge and understanding of relevant legislation, regulations, policy, financial and administrative frameworks, government decision-making processes, and demonstrates proficiency in their application to management in the public sector.
- Demonstrates advanced management knowledge, skill and expertise obtained through experience and development activities, post graduate education or formal qualification. Relevant post graduate qualifications in management or system administration are desirable and contribute to the management knowledge and skills required to operate at this level.
- Demonstrates advanced knowledge, skills and experience regarding education and training, research, quality improvement, quality assurance, accreditation, project management, policy development and/or regulatory matters, and expertise to lead related activities.

INTERPERSONAL SKILLS

Clinical/Professional Stream

- Demonstrates advanced communication, negotiation, conflict management skills and clinical/professional leadership skills to align a team, function and/or program with the operational and business plans, strategic direction, and actively builds and influence a positive workplace culture.
- Leads and motivates others to develop knowledge, skills, and expertise and to work collaboratively as a team, function and/or program, where there are sometimes competing priorities.



- Communicates highly complex information to patients/clients, colleagues and stakeholders in terms which can be understood and implemented.
- Develops and maintains productive relationships with peers and stakeholders with similar levels of skill and experience in related teams, services/business units, functions and/or programs to share ideas and to resolve problems.

Scientific/Regulatory Stream

- Demonstrates advanced communication, negotiation, conflict management skills and professional leadership skills to align a team, function and/or program with the operational and business plans, strategic direction, and actively builds and influence a positive workplace culture.
- Leads and motivates others to develop knowledge, skills, and expertise and to work collaboratively as a team, function and/or program, where there are sometimes competing priorities.
- Communicates highly complex information applicable to strategic direction and changing workplace practices to colleagues and stakeholders in terms which can be understood and implemented.
- Develops and maintains productive relationships with peers and stakeholders with similar levels of skill and experience in related teams, services/business units, functions and/or programs to share ideas and to resolve problems.

Management stream

- Demonstrates advanced communication, negotiation, conflict management skills and clinical/professional leadership skills to align a team, function and/or program with the operational and business plans, strategic direction, and actively builds and influences a positive workplace culture.
- Manage staff and stakeholders to facilitate cooperation, teamwork and understanding.
- Develops and maintains productive relationships with peers and stakeholders with similar level of skill and experience in related teams, services/business units, functions and/or program to share ideas and resolve problems.

JUDGEMENT

Clinical/Professional Stream

- Exercises advanced professional judgement and decision-making capability in relation to highly complex clinical/caseload management and to improve and influence clinical/professional competence in others through the provision of clinical/professional supervision and advocacy.
- Demonstrates innovation and adaptability to identify, implement and evaluate solutions to highly complex problems impacting the team, service/business unit, function and/or program.
- Advanced conceptual, analytical, and reasoning skills to research, investigate and propose recommendations regarding the implementation, delivery, and evaluation of highly complex and varied, novel and/or critical clinical/professional work.
- Options recommended are constrained by the existing policy and regulatory frameworks, budget, and resource considerations, but will require the adaptation and modification of established clinical/professional practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes, which may significantly alter outcomes.

Scientific/Regulatory Stream



- Exercises advanced professional judgement and decision-making capability in relation to highly complex scientific/regulatory output management and to improve and influence scientific/regulatory competence in others through the provision of professional supervision and advocacy.
- Demonstrates innovation and adaptability to identify, implement and evaluate solutions to highly complex problems impacting the team, service/business unit, function and/or program.
- Advanced conceptual, analytical, and reasoning skills to research, investigate and propose recommendations regarding the implementation, delivery, and evaluation of highly complex and varied, novel and/or critical scientific/regulatory work.
- Options recommended are constrained by the existing policy and regulatory frameworks, budget, and resource considerations, but will require the adaptation and modification of established scientific/regulatory practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes, which may significantly alter outcomes.

Management stream

- Proficiently makes managerial decisions.
- Demonstrates innovation and adaptability to identify, implement and evaluate solutions to highly complex problems impacting the team, function and/or program.
- Options recommended are constrained by the existing policy and regulatory frameworks, budget, and resource considerations, but may require the development of new operational guidelines, systems and processes which may significantly alter outcomes.

INFLUENCE

Clinical/Professional Stream

- The work significantly influences the effective and efficient operation of the team, function and/or program.
- Has moderate corporate impact and influence beyond the immediate work area.
- Advice provided results in the adaptation and modification of established clinical/professional practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes.
- The nature of the response required to address emerging evidence and changes in practice will alter the way work is performed within the team, service/business unit, function or program and will affect outcomes for the team, service/business unit, function and/or program.
- The work has moderate influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

Scientific/Regulatory Stream

- The work significantly influences the effective and efficient operation of the team, function and/or program.
- Has moderate corporate impact and influence beyond the immediate work area.
- Advice provided results in the adaptation and modification of established scientific/regulatory practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes.
- The nature of the response required to address emerging evidence and changes in practice will alter the way work is performed within the team, service/business unit,



function or program and will affect outcomes for the team, service/business unit, function and/or program.

- The work has moderate influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

Management Stream

- The work significantly influences the effective and efficient operation of the team, function and/or program.
- Has moderate corporate impact and influence beyond the immediate work area.
- Advice provided may require the development of new operational guidelines, systems and processes which may significantly alter outcomes.
- Provides direction to staff within the team, function and/or program to effectively manage the team, function and/or program consistent with the strategic direction, operational and business plans, and priorities.
- The work has moderate influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery and/or function/program outcomes.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

Clinical/Professional Stream

- Accountable and responsible for provision of autonomous and advanced clinical/professional services of a highly complex and varied, novel and/or critical nature, with moderate scope.
- Provides advice to senior management, colleagues and other relevant stakeholders regarding highly complex professional standards and development of clinical/professional services, functions and/or programs.
- Responsible for the optimal use of resources to deliver services, functions and/or programs and achieve agreed outcomes.
- Leads change through service-wide governance related activities and the development of others.
- Has a leadership role within the team, service/business unit, function and/or program that supports higher level management to achieve challenging and sometimes competing priorities.
- Represents the work area with the authority to conduct and commit to a negotiated outcome regarding operational processes and which may have implications beyond the immediate work area.
- Contributes to strategic planning for a service.

Scientific/Regulatory Stream

- Accountable and responsible for provision of autonomous and advanced scientific/regulatory services of a highly complex and varied, novel and/or critical nature, with moderate scope.
- Provides advice to senior management, colleagues and other relevant stakeholders regarding highly complex scientific/regulatory standards and development of scientific/regulatory services, functions and/or programs.
- Responsible for the optimal use of resources to deliver services, functions and/or programs and achieve agreed outcomes.



- Leads change through service-wide governance related activities and the development of scientific/regulatory competence in others, through the independent application of advanced scientific/regulatory expertise to improve practices.
- Provide professional leadership within the team, service/business unit, function and/or program. Has a leadership role within the team, service/business unit, function and/or program that supports higher level management to achieve challenging and sometimes competing priorities.
- Responsible for the day-to-day operational management of a scientific/regulatory work unit or work units, including responsibility for quality assurance, quality management, performance appraisal and other operational issues, across one or more sites.
- Represents the work area with the authority to conduct and commit to a negotiated outcome regarding operational processes and which may have implications beyond the immediate work area.
- Contributes to strategic planning for a service/business unit.

Management Stream

- Responsible for operational management including direction of work priorities and practices; monitoring workflow; management of staff, professional supervision, performance appraisal and implementing programs and strategies to address identified training needs.
- Responsible and accountable for supporting higher level management with the allocation, coordination and monitoring of human, physical and financial resources, including administration and control of budget(s), assets and/or facilities.
- Undertakes strategic planning for the team, function and/or program.
- Leads governance related activities within the team, function and/or program.
- Has a leadership role within the team, service/business unit, function and/or program that supports higher level management to achieve challenging and sometimes competing priorities.
- Represents the work area with the authority to conduct and commit to a negotiated outcome regarding operational processes and which may have implications beyond the immediate work area.

AHP level 5

(AHP5 G1 to AHP G4 (manager roles); AHP5S G1-2 to AHP5S G3-4 (specialised roles); AHPP5a (practitioner roles))

FOCUS

The AHP level 5 clinical/professional stream and scientific/regulatory stream

May be applied to *specialised roles* specified under Schedules 5 and 6 where the classification level is broad banded as AHP level 5 Grade 1-2 to AHP level 5 Grade 3-4 (AHP5S G1-2 to AHP5S G3-4)). Specialised roles at this level are expected to have a depth of knowledge in the profession and/or multiple sub-specialties, that is significant to the Agency. Persons at this level often have a national reputation. There is a requirement for a high degree of originality and analytical and conceptual skills in the resolution of exceptionally complex technical or policy issues. The work requires expert knowledge in the profession and/or multiple sub-specialties and in most cases a comprehensive knowledge of relevant legislation and policies. The work requires constant adaptation of existing principles to new



and unusual problems and involves frequent changes in policy, program or technological requirements. A relevant post graduate qualification is an essential requirement along with at least 8 years specialised experience. Progression from AHP level 5S Grade 1-2 to AHP level 5S Grade 3-4 is in accordance with Schedule 9.

The AHP level 5 clinical/professional stream and scientific/regulatory stream may also be applied to practitioner roles (AHPP5a) specified under Schedules 5 and 6. Practitioner roles at this level operate in accordance with broad objectives and are expected to apply unusually significant clinical/professional knowledge and professional judgement in multiple sub-specialties relevant to the work area and in relation to the most novel, exceptionally complex or critical clinical/professional work.

Clinical/Professional Stream

- An AHP with an expert level of clinical/professional knowledge, skills, and experience.
- Performs the most novel, exceptionally complex, critical and/or specialised clinical/professional work with significant scope, in a single profession or multidisciplinary service/business unit, function and/or program.
- Provides formal, consultant-level clinical/professional services, and uses expert command of specialised techniques within the given profession, often at a state and/or national level.
- Provides expert level clinical/professional leadership to develop and advance the professional knowledge, skills, and expertise of others within or outside the service/business unit, function and/or program.
- Makes decisions on the most novel, exceptionally complex or critical interventions and/or specialised techniques or strategies that may have significant consequences for patients/clients and/or has significant corporate impact and influence beyond the immediate work area.
- Roles classified in the AHP level 5 clinical/professional stream may also have managerial responsibilities commensurate with the AHP level 5 management stream. However, the primary focus of the role is the most novel, exceptionally complex, critical and/or specialised clinical/professional work.

Scientific/Regulatory Stream

- An AHP with an expert level of scientific/regulatory knowledge, skills, and experience.
- Performs the most novel, exceptionally complex, critical and/or specialised scientific/regulatory work with significant scope, in a single profession or multidisciplinary service/business unit, function and/or program.
- Provides formal, consultant-level scientific/regulatory services, and uses expert command of specialised techniques within the given profession, often at a state and/or national level.
- Provides expert level professional leadership to develop and advance the scientific/regulatory knowledge, skills, and expertise of others within or outside the service/business unit, function and/or program.
- Makes decisions on the most novel, exceptionally complex or critical interventions and/or specialised techniques or strategies that may have significant consequences for patients/clients, colleagues and/or stakeholders and/or has significant corporate impact and influence beyond the immediate work area.



- Roles classified in the AHP level 5 scientific/regulatory stream may also have managerial responsibilities commensurate with the AHP level 5 management stream. However, the primary focus of the role is the most novel, exceptionally complex, critical and/or specialised scientific/regulatory work.

Management Stream

- An AHP with an expert level of professional and managerial knowledge, skills, and experience.
- AHP level 5 roles have designated responsibility for managing a single profession or multidisciplinary service/business unit and/or a function and/or program including governance related activities.
- The service/business unit, function and/or program may operate across several sites and may have statewide operation.
- Provides professional supervision to peers and/or subordinates (unless precluded by regulatory or professional body requirements).
- Sets strategic direction, and is responsible for operational and business planning, for the service/business unit, function and/or program, and has a direct influence in the development, interpretation and implementation of operating guidelines, systems, and processes.
- Has significant corporate impact and influence beyond the immediate work.

The Grading of AHP level 5 Manager roles (AHP 5 G1 to AHP 5 G4) specified under Schedule 5 or Schedule 6 will be determined by assessment against criteria developed by employing agencies in consultation with unions. Criteria should be reviewed and updated on a regular basis. The AHP level 5 (AHP5-2 to AHP5-5) specified under Schedule 7 is not graded.

CONTEXT AND FRAMEWORK

Clinical/Professional Stream

- Operates with considerable autonomy, limited direction, and in accordance with Government and/or Agency objectives and policy in a highly challenging, complex, and sensitive environment.
- Determines priorities and strategies for the service/business unit, function and/or program related to the most novel, exceptionally complex, critical and/or specialised professional work.
- Requires innovation and interpretation as existing precedents and policy may be limited. Emerging issues can be due to significant operational concerns and can anticipate regulatory change.
- Roles lead the integration of service initiatives into clinical/professional practice, organisational guidelines, systems, and processes.

Scientific/Regulatory Stream

- Operates with considerable autonomy, limited direction, and in accordance with Government and/or Agency objectives and policy in a highly challenging, complex, and sensitive environment.
- Determines priorities and strategies for the service/business unit, function and/or program related to the most novel, exceptionally complex, critical and/or specialised scientific/regulatory work.



- ### Management stream

- ## KNOWLEDGE, SKILLS AND EXPERTISE

- Demonstrates expert level knowledge and skill in the most novel, exceptionally complex, critical and/or a specialised area of expertise and expert clinical/professional leadership skills.
- Provides expert clinical/professional services and authoritative advice and acts as a reference point for the profession/service (within and outside the service) at a statewide or national level.
- Demonstrates expert clinical/professional leadership in the development, implementation and evaluation of professional standards, techniques, strategies, and policies related to specialised area of expertise, often on a statewide basis.
- Advocates for and influences the service/business unit, function and/or program, generally on matters of high importance, using negotiation and conflict management skills with relevant stakeholders.
- Persons at this level often have a state or national reputation.
- Demonstrates recognised specialised expertise, knowledge and skills obtained through formal qualifications, post graduate education and training, and continuing professional development in area of expertise/specialised practice. A relevant post graduate qualification is an essential requirement along with at least 8 years specialised experience for specialised roles.
- Expert level research, investigative, analytical and appraisal skills.
- Demonstrated contribution to research and knowledge in a given profession through publication in peer reviewed publications for specialised roles.
- Leads and drives service quality and service improvement activities, shaping service delivery and the development of clinical/professional competence in others.
- Participates in statewide committees and may be a representative on national committees.

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- Demonstrates expert level knowledge and skill in the most novel, exceptionally complex, critical and/or a specialised area of scientific/regulatory expertise and expert professional leadership skills.
- Provides expert scientific/regulatory services and authoritative advice and acts as a reference point for the profession/service (within and outside the service) at a statewide or national level.
- Demonstrates expert professional leadership in the development, implementation and evaluation of professional standards, techniques, strategies, and policies related to specialised area of expertise, often on a statewide basis.
- Advocates for and influences the service/business unit, function and/or program, generally on matters of high importance, using negotiation and conflict management skills with relevant stakeholders.
- Persons at this level often have a state or national reputation.
- Demonstrates recognised specialised expertise, knowledge and skills obtained through formal qualifications, postgraduate education and training, and continuing professional development in area of expertise/specialised practice. A relevant post graduate qualification is an essential requirement along with at least 8 years specialised experience for specialised roles.
- Expert level research, investigative, analytical and appraisal skills.
- Demonstrated contribution to research and knowledge in a given profession through publication in peer reviewed publications for specialised roles.
- Leads and drives service quality and service improvement activities, shaping service delivery and the development of scientific/regulatory competence in others.
- Participates in statewide committees and may be a representative on national committees.

Management stream

- Applies expert professional and managerial knowledge, skill and expertise to effectively lead and manage the service/business unit and/or function and/or program.
- Demonstrates ability to articulate and implement strategic direction for the service/business unit, function and/or program.
- Advocates for and influences the service, function and/or program, generally on matters of high importance, using negotiation and conflict management skills with relevant stakeholders.
- Expert knowledge and understanding of relevant legislation, regulations, policy, financial and administrative frameworks, government decision-making processes, and demonstrates the ability to manage and advise others regarding their application to management in the public sector.
- Demonstrates expert professional leadership in the development, implementation and evaluation of strategic, operational, and business plans and other work related to governance.
- Demonstrates recognised managerial expertise, knowledge and skills obtained through formal qualifications, postgraduate education and training, or continuing professional development.
- Participates in statewide committees and may be a representative on national committees.

INTERPERSONAL SKILLS



Clinical/Professional Stream

- Provides expert clinical/professional leadership in a manner that exemplifies and establishes positive workplace culture.
- Leads and motivates others to identify strategic opportunities, promote strategic direction, operational and business plans, facilitate cooperation and teamwork, build understanding and capability and achieve outcomes, where there are multiple competing priorities.
- Articulates the most novel, exceptionally complex, critical and/or specialised information and issues to patients/clients, colleagues and stakeholders in terms which can be understood and implemented.
- Engages and collaborates with key internal and external stakeholders to share ideas and to resolve exceptionally complex and/or specialised problems related to area of expertise.

Scientific/Regulatory Stream

- Provides expert professional leadership in a manner that exemplifies and establishes positive workplace culture.
- Leads and motivates others to identify strategic opportunities, promote strategic direction, operational and business plans, facilitate cooperation and teamwork, build understanding and capability and achieve outcomes, where there are multiple competing priorities.
- Articulates the most novel, exceptionally complex, critical and/or specialised information and issues to colleagues and stakeholders in terms which can be understood and implemented.
- Engages and collaborates with key internal and external stakeholders to share ideas and to resolve exceptionally complex and/or specialised problems related to area of expertise.

Management stream

- Leads and manages in a manner that exemplifies and establishes positive workplace culture.
- Manages staff and stakeholders to achieve Government and/or Agency objectives where there are multiple competing priorities.
- Builds and maintains effective relationships with a diverse range of stakeholders; nurtures internal and external relationships; facilitates cooperation and partnerships and values differences and diversity in a highly challenging, complex, and sensitive environment.

JUDGEMENT**Clinical/Professional Stream**

- Exercises expert professional judgement in relation to the most novel, exceptionally complex, critical and/or specialised professional work and identifies, defines, and develops options for the Government and/or Agency regarding complex policy and/or improved delivery of a service/business unit, function and/or program. This may require the development of new solutions to unusual or emerging problems, including where precedent and policy may be limited.
- Adopts a flexible, creative, and innovative approach in the implementation of Government and/or Agency objectives, and the integration of relevant solutions from diverse professions or areas of expertise.
- Recommendations made are constrained by the policy and regulatory framework, budget, and resource considerations, but may require the development of new (and/or adaptation of established) service, function and or program delivery methodologies.



Scientific/Regulatory Stream

- Exercises expert professional judgement in relation to the most novel, exceptionally complex, critical and/or specialised scientific/regulatory work and identifies, defines, and develops options for the Government and/or Agency regarding complex policy and/or improved delivery of a service/business unit, function and/or program. This may require the development of new solutions to unusual or emerging problems, including where precedent and policy may be limited.
- Adopts a flexible, creative, and innovative approach in the implementation of Government and/or Agency objectives, and the integration of relevant solutions from diverse professions or areas of expertise.
- Recommendations made are constrained by the policy and regulatory framework, budget, and resource considerations, but may require the development of new (and/or adaptation of established) service, function and or program delivery methodologies.

Management stream

- Exercises expert professional judgement in relation to the management of a service/business unit, function and/or program and identifies, defines, and develops recommendations for Government and/or Agency regarding complex operational matters and/or improved delivery of a service, function and/or program. This may require the development of new solutions to unusual or emerging problems, including where precedent and policy may be limited.
- Adopts a flexible, creative, and innovative approach in the implementation of Government and/or Agency objectives, and the integration of relevant solutions from diverse professions.
- Recommendations made are constrained by the policy and regulatory framework, budget, and resource considerations, but may require the development of new (and/or adaptation of established) service, function and or program delivery methodologies.

INFLUENCE**Clinical/Professional Stream**

- The work has significant influence on the achievement of Government and/or Agency objectives.
- Contributes to the development of clinical/professional competence in the profession/service at a state or national level and advocates for and influences the profession/service's strategic direction of clinical/professional practice.
- Has significant corporate impact and influence beyond the immediate work area.
- Decisions may alter how Government and/or the Agency responds to emerging trends, including new (and/or adaptation of established) service, function and or program delivery methodologies, adoption of new systems or methods, and/or changes to the way work is organised and/or performed.
- Outcomes may improve community benefits and may have significant and far-reaching implications across the Government and/or Agency.
- Provides conclusive and authoritative clinical/professional advice that has significant corporate impact.
- Alternative sources of advice are limited within the Agency.

Scientific/Regulatory Stream

- The work has significant influence on the achievement of Government and/or Agency objectives.



- Contributes to the development of scientific/regulatory competence in the profession/service at a state or national level and advocates for and influences the profession/service's strategic direction of scientific/regulatory practice.
- Has significant corporate impact and influence beyond the immediate work area.
- Decisions may alter how Government and/or the Agency responds to emerging trends, including new (and/or adaptation of established) service, function and or program delivery methodologies, adoption of new systems or methods, and/or changes to the way work is organised and/or performed.
- Outcomes may improve community benefits and may have significant and far-reaching implications across the Government and/or Agency.
- Provides conclusive and authoritative scientific/regulatory advice that has significant corporate impact.
- Alternative sources of advice are limited within the Agency.

Management Stream

- The work has significant influence on the achievement of Government and/or Agency objectives.
- Contributes to the development of managerial competence in others within or outside the service/business unit, function and/or program through mentoring, supervision, and support.
- Has significant corporate impact and influence beyond the immediate work area.
- Provides management advice and service delivery, function and/or program outcomes are altered as a result.
- Decisions may alter how Government and/or the Agency responds to emerging trends, including new (and/or adaptation of established) service, function and or program delivery methodologies, adoption of new systems or methods, and/or changes to the way work is organised and/or performed.
- Alternative sources of advice are limited within the Agency.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

Clinical/Professional Stream

- Accountable and responsible for provision of expert level clinical/professional leadership to support services which are the most novel, exceptionally complex, critical and/or specialised, with significant scope.
- Responsible for solving large scale, exceptionally complex problems through recognised expertise and expert interpretation of existing health (or other relevant) service systems, professional standards, and other considerations.
- Exhibits expert leadership, advocacy, and influence in the development of professional competence within the given profession/service, often at a state and/or national level.
- Demonstrates leadership in the supervision, education and training of staff and students and provides expert training and guidance to experienced AHPs looking to build capability.
- Leads cooperation, teamwork and understanding in undertaking the most novel, exceptionally complex, critical and/or specialised services, that often include multiple competing priorities.
- Represents areas of responsibility with the authority to conduct and commit to a negotiated outcome regarding strategies, policies, programs, and objectives and which have implications beyond the immediate work area.



- Clinical/professional roles at AHP level 5 may have a high level of managerial responsibility across single professions and/or multi-disciplinary teams, functions and/or programs, commensurate with AHP level 5 management stream responsibilities. Management will be strategically focused, with accountabilities focused on leading service delivery in the given clinical/professional profession.

Scientific/Regulatory Stream

- Accountable and responsible for provision of expert level professional leadership to support services which are the most novel, exceptionally complex, critical and/or specialised, with significant scope.
- Responsible for solving large scale, exceptionally complex problems through recognised expertise and expert interpretation of existing health (or other relevant) service systems, professional standards, and other considerations.
- Exhibits expert leadership, advocacy, and influence in the development of scientific/regulatory competence within the given profession/service, often at a state and/or national level.
- Demonstrates leadership in the supervision, education and training of staff and students and provides expert training and guidance to experienced AHPs looking to build capability.
- Leads cooperation, teamwork and understanding in undertaking the most novel, exceptionally complex, critical and/or specialised services, that often include multiple competing priorities.
- Represents areas of responsibility with the authority to conduct and commit to a negotiated outcome regarding strategies, policies, programs, and objectives and which have implications beyond the immediate work area.
- Scientific/regulatory roles at AHP level 5 may have a high level of managerial responsibility across single professions and/or multi-disciplinary teams, functions and/or programs, commensurate with AHP level 5 management stream responsibilities. Management will be strategically focused, with accountabilities focused on leading service delivery in the given scientific/regulatory profession.

Management Stream

- Accountable and responsible for providing leadership and for setting clear performance expectations; performance management and development of staff; and supporting staff to maintain focus and productivity.
- Responsible for all aspects of strategic and operational management of the given area(s) of responsibility.
- Accountable and responsible for the administration, direction and control of human, physical and financial resources under the control of the position, including meeting specified financial, quality, and other key performance indicators.
- Sets, implements, and reports on strategic direction for the service/business units and/or function and/or program.
- Leads governance related activities across the service/business unit and/or function and/or program.
- Represents with the authority to conduct and commit to a negotiated outcome regarding objectives, concepts, strategies, and policies for the area of responsibility and which have implications beyond the immediate work area.

AHP level 6 (AHP6)



FOCUS

- Executive management and leadership of multiple and varied services, major functions and/or programs at a regional, statewide level, multiagency and/or whole of Government level.
 - AHP Level 6 Grade 1 roles are focused on deputy executive management and leadership roles (however titled) where direct reports include multiple AHP level 5 manager roles as direct reports or responsibility for leading multiple services/business units, functions and/or programs. AHP Level 6 Grade 1 roles report to AHP Level 6 Grade 2 (or equivalent) or higher classified executive leadership roles.
 - AHP Level 6 Grade 2 roles are focused on executive management and leadership roles (however titled) that are responsible and accountable for multiple services/business units and/or functions and/or programs within a tertiary hospital/health service or equivalent non-health setting. Some services/business units and/or functions and/or programs under the control of the position may operate across several sites and may have statewide operation.
 - AHP Level 6 Grade 3 roles are focused on executive management and leadership roles (however titled) that are responsible and accountable for multiple and varied statewide services and/or major functions and/or programs at a statewide, multiagency and/or whole of government level, including but not limited to roles with leadership responsibilities related to specific legislative or regulatory functions and/or allied health workforce and policy.
 - All AHP level 6 roles require relevant human resource management, financial and information management delegations (however described in each Government Agency) to appropriately exercise the executive management responsibilities at this level.
- Have paramount corporate impact and influence within and outside the Agency including at a regional, statewide, Agency, multi-agency and/or whole of Government level.
- Act with autonomy to lead the development, coordination and implementation of policies, strategies, plans and initiatives with a regional, statewide, Agency, multiagency, or whole of Government focus to achieve Government and Agency objectives.
- Set the overall strategic direction that guides operational and business planning and has overall governance responsibilities for the services/business units, functions and/or programs under their control.
- Provides professional supervision to peers and/or subordinates (unless precluded by regulatory or professional body requirements).

CONTEXT AND FRAMEWORK

- Operates autonomously. Only broad Government and Agency objectives and policy govern positions classified at this level.
- Direction would be an exception and limited only to issues which have paramount corporate impact at a regional, statewide, Agency, multi-agency and/or whole of Government level.
- Operates in a highly challenging, complex, and sensitive environment subject to significant and constant change that is influenced by social, political, policy, regulatory and industrial events at a State and National level.
- Significant innovation and interpretation are required as precedents and policy are lacking. Emerging issues can be due to significant community and/or professional concerns and legislative change.

KNOWLEDGE, SKILLS AND EXPERTISE

- Demonstrates paramount professional expertise with executive level professional leadership and management expertise obtained through extensive prior experience in leadership and management roles including the ability to align strategic direction with relevant Agency, Government and/or national policies.
- Paramount understanding of current, and capacity to predict future, AHP issues including workforce, education and training, regulation, policy and legislation, the associated risks and/or sensitivities and demonstrated ability to initiate and lead the development, implementation and evaluation of solutions, strategies, and policies, at a regional, statewide, multi-agency and/or whole of Government level.
- Applies paramount professional knowledge, skill, and expertise in a strategic capacity over multiple services/business units, functions and/or programs at a regional and/or statewide level or Agency, multi-agency and/or whole of Government capacity.
- Advocates for and influences operational decisions within the Agency, using expert negotiation and conflict management skills with internal and external stakeholders, particularly in response to complex issues in situations of differing interests. AHP Level 6 Grade 3 advocates authoritatively on a State, National, or International basis.
- Formally recognised at a State and National level for providing authoritative advice on future development of statewide services, workforce, policy, and regulatory matters.
- Represents the Government and Agency in a formal capacity in various State and National fora.
- Postgraduate qualifications in leadership, governance, administration, or policy are highly desirable.

INTERPERSONAL SKILLS

- Leads and influences positive workplace culture, including strategies, policies, and initiatives, at a regional, statewide, Agency, multiagency and/or whole of Government level.
- Demonstrated ability to clearly articulate and effectively manage highly difficult, complex and/or sensitive issues at an Agency, multiagency and/or whole of Government level which may be politically, industrially, or socially sensitive.
- Engages and collaborates with internal and external stakeholders to identify strategic opportunities and resolve complex and significant operational issues that have highly significant corporate impact within the Agency, and which may impact external stakeholders.
- Works constructively as a member of a leadership team for a defined operational group or at a strategic statewide and/or Agency level.
- Proven liaison and consultation experience and the ability to proactively forge collaborative relationships and partnerships with a diverse range of stakeholders across the Agency, in other agencies and jurisdictions as well as outside Government including professional bodies, industrial bodies, community organisations and tertiary education partners to achieve Government and Agency objectives.

JUDGEMENT

- Exercises autonomous professional judgement in a strategic capacity over multiple services/business units, functions and/or programs within an Agency and focuses on Government and Agency objectives in managing very difficult and very complex situations, including where precedent and policy are lacking.
- Ability to understand the political, social, and operational environment to identify critical issues, make sound judgements and provide authoritative strategic advice and recommendations about strategies, directions and priorities that may be original, innovative, or unprecedented and which have paramount corporate impact within and



outside the Agency, including at a regional, statewide, Agency, multi-agency and/or whole of Government level. Recommendations require the development of novel strategies and policies, and the outcomes achieved have highly significant corporate impact and influence within the Agency and may impact and influence external stakeholders or are original, innovative, and unprecedented.
INFLUENCE
- The work has paramount influence on the achievement of Government and Agency objectives. - Advice has paramount corporate impact and influence at an Agency, multiple Agency and/or whole of Government level. - Has strategic influence on the design, implementation and evaluation of new statewide services and/or major functions and/or programs and/or policy and/or regulation at an Agency, multi-agency and/or whole of Government level. - Determines strategic priorities across allied health workforce, policy, and regulatory functions and/or services at an Agency, multi-agency and/or whole of Government level. - AHP Level 6 Grade 1 and Grade 2 provide high-level advice and recommendations directly to executive management regarding the multiple services/business units, functions and/or programs under their control. - AHP Level 6 Grade 2 provides paramount authoritative advice to Agency Executive, Head of Agency and/or Government. - Alternative sources of advice are very limited within the Agency for AHP Level 6 Grade 1 and 2 Alternative sources of advice are extremely limited for AHP level 6 Grade 3 and may be external to Government.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
- AHP level 6 grade 1 and grade 2 are responsible and accountable for executive leadership and strategic direction for multiple services/business units and/or functions and/or programs, including the development and implementation of important strategic corporate initiatives in response to emerging challenges and which may include complex service, function and/or program models. These roles represent areas of responsibility within the Agency with authority to identify and negotiate mutually acceptable solutions to complex issues in situations of differing interests. - AHP Level 6 Grade 3 roles are accountable and responsible for demonstrating executive level professional leadership through harnessing knowledge to lead research, development and/or implementation of multiple and varied statewide services and/or major functions and/or programs at a statewide, multiagency and/or whole of government level, in response to emerging challenges which may lie outside existing parameters - Responsible for all aspects of management and administration of multiple and varied services/business units at a regional, statewide level and/or major functions and/or programs, including meeting specified financial, quality and time related objectives and the optimal use of resources. - Responsible for setting the strategic direction and driving improvement and reform, including their flow on implications, across allied health workforce, policy, and regulatory functions and/or services at a state-wide, multi-agency and/or whole of Government level. - Is accountable fully for input into Government and Agency policy and all other professional counsel provided to interested stakeholders. - Represents and negotiates on behalf of the Government and Agency to advance the interests in respect to a broad range of allied health professional workforce, policy, regulatory and/or service issues.



OFFICIAL



OFFICIAL

SCHEDULE 4 – RADIATION ONCOLOGY MEDICAL PHYSICIST CLASSIFICATION STANDARDS

Preamble

The Radiation Oncology Medical Physicist Classification Standards (ROMP Classification Standards) apply to Radiation Oncology Medical Physicists (ROMPs) as listed under Schedule 1 of this Agreement.

All ROMPs must complete a tertiary entry to practice qualification that meets the entry requirements for the Australasian College of Physical Scientists and Engineers in Medicine (ACPSEM) Training, Education and Accreditation Program (TEAP) for the specialty of radiation oncology medical physics, or equivalent qualification accepted by ACPSEM. Additional post graduate training is undertaken as part of the TEAP. This may include post graduate qualifications in medical physics if a candidate has not already completed a post graduate qualification in medical physics prior to commencing TEAP. The cost of undertaking post graduate qualifications as part of the TEAP is to be met by the employee.

The ROMP Classification Standards determine the classification level for ROMPs employed in the Department of Health. The ROMP Classification Standards align to the ROMP career structure and are based around seven job components, each containing a number of classification standards (descriptors).

- **Focus:** the primary purpose of the work
- **Context and Framework:** the operating environment and decision-making framework
- **Knowledge, Skills and Expertise:** includes qualifications and experience
- **Interpersonal Skills:** oral and written communication skills and the ability to lead people and manage relationships.
- **Judgement:** critical thinking, problem solving and decision-making requirements
- **Influence:** the impact of the work
- **Leadership, Accountability and Responsibility:** the principal responsibilities of the work

The ROMP Classification Standards provide an objective guide to assess statements of duties against and determine classification levels that are consistent across regions. Positions are classified according to assessment against the domains, not just by position title.

A 'best fit' approach applies to classifying ROMP roles against the ROMP Classification Standards. The job components have equal weight or effect and no classification standards (descriptors) within a job component has more importance than another. Some classification standards (descriptors), however, are more relevant in describing different types of work than others, and therefore will have more influence in classifying that work. Naturally, not each and every classification standard (descriptor) applies to any individual job. The ROMP Classification Standards are appropriately used when particular domains and the



overall theme or "feel" of a particular classification level provides the "best fit" to an employee's duties. In using the ROMP Classification Standards it is important to consider particular organisational arrangements, such as the reporting relationships above and below specifically assigned duties.

The ROMP Classification Standards will be reviewed when the Agreement is renegotiated, generally every three years, to ensure that they remain contemporary.

Definitions

The following terms and definitions are provided to support interpretation of the classification descriptors. Certain terms may be combined to describe expectations at different levels i.e. 'complex' and 'clinical/professional work' or 'limited' and 'clinical/professional supervision'.

Term	Definition
Accreditation	Accreditation is a recognised evaluation process to assess quality and safety. In these classification standards (descriptors), the term may refer to accreditation in the context of education and training programs and/or profession specific requirements to practice, and/or accreditation of facilities and/or services against various national standards.
Accredited ROMP	means a ROMP who is included on the ACPSEM <i>Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists</i>
ACPSEM	means the Australasian College of Physical Scientists and Engineers in Medicine
Advanced	A very high level of competency, skill and expertise gained through extensive experience, continuing professional development and/or post graduate education and training.
Broad supervision and direction	Means an employee possesses advanced knowledge, skills and expertise, and is considered highly competent in their profession, exercises advanced professional judgement and requires little guidance. An employee receives instruction in the form of broadly stated objectives. They have a delegated level of authority and discretion to plan and otherwise achieve results and are expected to plan and complete work independently, can suggest and initiate improvements and can deal competently with highly complex matters.
Close supervision and direction	Requires that the supervisor is readily available for direct supervision on an agreed frequent basis and closely supervises the work, providing clear, detailed and specific instructions. The ROMP works as directed and consults with the supervisor as needed on all matters not covered in the original instruction.



Complex	Complicated, involved, intricate and involving many different influences. Complex radiation oncology medical physics work denotes work in which the range of options is imprecise, requires high-level application of general principles, and may require some adaptation of accepted practices and procedures. The work commonly involves elements or interrelationships between tasks. Complexity may also refer to the level of organisational/environmental complexity and/or intersection with colleagues and stakeholders. The extensions of complex are 'highly complex' and 'exceptionally complex'.
Competent	Achieving an agreed level of capability that allows adequate performance at a given classification level.
Corporate impact	Means a measure of the effect of decisions made or advice required in a position on Agency policies and operations and the achievement of objectives. Corporate impact is direct in the case of decisions taken, e.g. in determining policy or committing resources or indirect where advice or recommendations are involved. The effect of advice or recommendations is a measure of the influence of the advice and recommendations upon the decision-maker and the consequences for the organisation of the decision made. Recommendations of a highly technical or specialised nature, for example may influence the work of a major function or area of the Agency's operations or have an effect beyond the Agency.
Critical	May be used in the sense commonly accepted in relation to critical issues or critical decision making. Critical work requires independent professional judgement and judicious evaluation to inform decision making and where the effects of decision-making impact the work area and outcomes for the radiation oncology medical physics team and/or radiation oncology service.
Demonstrates	An appointee to a role exhibits a given characteristic required of the role in either an easily observable or readily quantifiable way.
Expert	Means extraordinary proficiency and connotes high level knowledge, skill and expertise in the given profession and/or sub-specialty gained through extensive experience and post-graduate education and training.
Generalist	A ROMP who works to their full scope of practice.



Governance	Governance encompasses the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account. Ethics, risk management, compliance and administration are all elements of governance. Includes corporate governance, professional governance and clinical governance <i>Corporate governance</i> refers to the framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in organisations. <i>Professional governance</i> pertains to a specific profession and includes the roles and responsibilities that are attributed to maintaining and being accountable for professional standards and quality. Elements of professional governance may include but are not limited to; (a) Profession-specific supervision framework; (b) Competency assessment and review; (c) Performance and development; (d) Professional development and training; and (e) Clinical audit processes <i>Clinical governance</i> is the set of relationships and responsibilities established by a health service organisation between its state or territory department of health (for the public sector), governing body, executive, clinicians, patients, consumers and other stakeholders to ensure good clinical outcomes. This includes activities at the individual and professional level and may include but are not limited to; (a) Endorsement (clear standards e.g. credentialing, competency assessment); (b) Development (e.g. professional support); and (c) Monitoring/reporting processes (e.g. registration checks, clinical audit)
Guidance	Informal professional advice about what to do and how to do it and given without close supervision.
Knowledge	The knowledge of radiation oncology medical physics principles, techniques and skills obtained from completing a tertiary entry to practice qualification relevant, as well as through TEAP, practical experience, continuing professional development and/or other post entry level tertiary education and training. The term is further defined at different classification levels by terms such as 'advanced' and 'expert'.



Leadership	Leadership is the capacity to guide the development of individuals, teams, services, functions and/or programs, especially as related to influencing strategic direction and the setting of standards of practice. The term is further defined at different classification levels by terms such as 'advanced' and 'expert'.
Limited supervision and direction	means that an occupant possesses proficient knowledge, skills and expertise and demonstrate proficiency as a ROMP, exercise initiative and judgement, require limited guidance and are expected to plan and complete work with considerable independence. Supervision is provided on an agreed basis and or as required for novel, complex or critical situations for which there are no documented precedents. Work may be subject to progress checks but where these checks are made, they are usually confined to ensuring that in general terms, satisfactory progress is being made. In a small number of cases, where the work is novel or critical, checks may include an assessment of the integrity of tasks/activities as they are completed.
Managerial responsibilities	Includes responsibilities related to the management of the radiation oncology medical physics team including but not limited to accountability for human, financial and information resources and assets under the control of the position. Managerial responsibilities also include implementation of strategies and processes, achievement of objectives and to ensure that professional standards and governance arrangements are complied with.
Mentoring	Informal professional development activity designed to enhance the knowledge, skills and abilities of others by actions such as role modelling, advocacy and support to other ROMPs.
Multi-disciplinary	The combination of several health professions. This could include different professions e.g. radiation therapist, radiation oncologist, nurse etc as well as administrative staff.
Non-accredited ROMP	means a person who is employed as a ROMP but who does not satisfy the definition of an accredited ROMP under this Agreement. A non-accredited ROMP must still be eligible for registration on the ACPSEM <i>Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists</i>
Novel	Encompasses work requiring a degree of creativity, originality, ingenuity and initiative, and of a type of work not normally undertaken. The term may refer to the introduction of a new technology or process used elsewhere.



Operational management	Relates to roles and responsibilities that support the day-to-day management of the radiation oncology medical physics team including recruitment, service planning and development, staff management, service reporting budget management etc. It may or may not include human resource, financial and/or information management delegations.
Professional judgement	Critical thinking, problem solving and decision-making requirements in the context of professional (ROMP) knowledge, skills and expertise.
Proficient	A high level of competency and skill gained through experience and advancing the employee's level of professional knowledge. This may be achieved through continuing professional development and/or post graduate education and training.
Program	A program may stand alone or be located within a function. Typically involves related professions within a function of an Agency or related professions that range across functional areas. May have a defined life span and/or includes a project.
Quality assurance	A program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. May be a regulatory and/or accreditation requirement.
Radiation oncology medical physics work	Refers generally to the type of work within the remit of a ROMP. Further guidance may be drawn from ACPSEM publications including but not limited to professional standards, TEAP and continuing professional development. The term is further defined at different classification levels by terms such as 'routine', 'novel', 'complex', 'critical', 'highly complex', 'exceptionally complex' or 'specialised'.
Reference point	Responsibility of a role to provide advice, guidance, and support.
ROMP	Means Radiation Oncology Medical Physicist
Routine	Refers to the type of tasks and duties that align with the threshold professional capabilities/competencies relevant to ROMPs and/or other conventional established practices, methods and professional standards.
Routine supervision and direction	Means that an employee has good position knowledge, skills and abilities and can deal with most routine tasks/duties. Instruction is provided regarding what is required, including the method of approach and any unusual or difficult features, except where they are familiar



	with the work. Normally, the immediate supervisor provides the instruction. Routine supervision requires that the supervisor is available for direct supervision on an agreed and regular basis, with additional supervision provided as required or as requested, particularly where guidance is sought for more complex matters, but in general the employee can perform their duties without close supervision.
Specialised	Means the combination of expert level knowledge, skills and experience within a given profession that is obtained through post-graduate education and training, experience and continuing professional development, and may include (a) specialised area of practice within a profession and/or (b) specialised methods, procedures, and/or techniques within the scope of practice of a profession.
Specialist	In this context, means an accredited ROMP who is included on, or eligible for inclusion on, the ACPSEM <i>Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists</i>.
Statewide	The impact of the role that may influence services, professional groups, or clinical practice across the whole of Tasmania. Statewide is the scope of practice required of the role, not the person.
Sub-specialty	Describes a more focused scope of practice within the professional scope of practice of a ROMP. May include where the ROMP's work is focused on particular methods, procedures, techniques, radiotherapy equipment (including software). A ROMP Registrar may work in a sub-specialty area of practice. Does not determine the level of practice.
Supervision and direction	Supervision relates to the ongoing development of skills and knowledge required by the ROMP under the guidance of a more senior ROMP. It ensures the ROMP achieves and maintains the expected professional standards of work. The supervisor may not necessarily be the health practitioner's day-to-day manager. The level of supervision may be 'close', 'routine', 'limited' or broad' <i>Please Note: It is recognised that all ROMPs require supervision and support in the execution of their roles regardless of level and that this is an expectation in relation to complying with professional standards and governance arrangements.</i>
Team	A sub-set of employees within a service.



TEAP	Means the ACPSEM Training, Education and Accreditation Program.
Work area	The area in which an employee works. May be part of a team/service, function and/or program.

Appointment Salaries

The minimum salary on appointment for the following roles is as follows

- (iii) Bachelor's degree (or equivalent and including honours degrees) accepted by ACPSEM as meeting the minimum tertiary qualification requirements for entry to the ACPSEM TEAP; ROMP level 1 year 1.
- (iv) Master's degree in medical physics accredited by ACPSEM (or equivalent); ROMP level 1 year 2
- (v) PhD in medical physics accredited by ACPSEM (or equivalent); ROMP level 1 year 3
- (vi) Employees who have completed a required post graduate qualification and have prior TEAP experience; ROMP level 1 year 4 or ROMP level 1 year 5 depending on years of TEAP experience.

Progression

A ROMP level 1 Registrar who provides satisfactory evidence of successful completion of the TEAP including certification as a ROMP and inclusion on the *ACPSEM Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists* will be eligible for progression to ROMP level 2 year 1. The operative date for progression will be the first full pay period commencing on or after the receipt of such evidence by the relevant Chief ROMP.

The relevant Chief ROMP may consider applications for progression where the ROMP Registrar demonstrates satisfactory partial completion of the TEAP where the remaining assessment components are limited to publication in a peer reviewed journal and/or presentation at a national/international conference, and the ROMP Registrar can provide evidence of their plans to meet these requirements over the coming 12 months. In this circumstance, ROMP Registrars may be progressed to ROMP level 2 year 1 but will not be eligible to increment to ROMP level 2 year 2 until evidence of satisfactory completion of all TEAP requirements is provided to the relevant Chief ROMP.

A Specialist ROMP level 2 may apply for Personal Progression to Senior Specialist ROMP level 3. The ROMP level 2 Personal Progression Pathway will be modelled off the AHP Level 2 Personal Progression Pathway (Clause 33 and Schedule 10). The DoH will develop and implement the ROMP level 2 Personal Progression Pathway over the life of the Agreement.

ROMP level 1 (Registrar)

FOCUS
▪ ROMP level 1 is the graduate entry level for a Registrar who is employed to undertake training in the radiation oncology medical physics specialty through the ACPSEM TEAP.



▪ ROMP Registrars undertake post graduate training as part of the TEAP and must undertake the TEAP within an agreed timeframe set by the supervising ROMP within ACPSEM TEAP guidelines. ROMP Registrars may complete their post graduate qualification in medical physics before enrolling in the TEAP or as part of the TEAP. This should be taken into consideration when determining appointment salaries as per the 'Appointment Salaries' clause in this Schedule. ▪ The ROMP Registrar will receive close supervision and direction, instruction, and training from a Specialist ROMP (ROMP level 2 or higher) and be mentored and guided to develop knowledge and understanding of the role, functions and duties of ROMPs with priority given to radiation safety and education. ▪ Under close supervision and direction and commensurate with level of progress through the TEAP, performs routine radiation oncology medical physics work including quality assurance of radiotherapy equipment (including software); radiotherapy equipment calibration; radiotherapy equipment (including software) commissioning and testing; dosimetry, dose optimisation and clinical services; and radiation safety.
CONTEXT AND FRAMEWORK
▪ Operates within legislation, regulations, professional standards, national and/or international standards and operational guidelines, systems, and processes.
KNOWLEDGE, SKILLS AND EXPERTISE
▪ At a minimum, meet the ACPSEM TEAP tertiary qualification entry requirements for the specialty of radiation oncology medical physics. ▪ Through satisfactory completion of the ACPSEM TEAP, develops recognised professional knowledge, skills, and expertise in radiation oncology medical physics to a competent level. ▪ Demonstrates the ability to apply established methods and procedures toward the completion of required tasks, commensurate with level of experience and progress through the TEAP.
INTERPERSONAL SKILLS
▪ Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture. ▪ Actively participates within the radiation oncology medical physicist team and radiation oncology service. ▪ Builds and maintains effective professional relationships with colleagues and stakeholders. ▪ Demonstrates ability to apply effective written and verbal communication skills to provide professional services and advice. ▪ Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
JUDGEMENT
▪ As experience and progress through the TEAP advances, makes decisions and solves problems with increasing independence up to an including under routine supervision and direction. ▪ Interprets and applies relevant legislation, regulations, professional standards, national and/or international standards, established professional practices or methods and operational guidelines, systems, and processes.
INFLUENCE



▪ The work influences service delivery performance, achievement of objectives and outcomes for the radiation oncology medical physics team and the radiation oncology service. ▪ Advice has minimal corporate impact and influence beyond the immediate work area. ▪ Contributes to how priorities are determined regarding routine radiation oncology medical physics work; management activities including governance activities, collection of statistics and other information and data; and other activities related to education, research, quality improvement, projects, policy and/or regulation.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
▪ Accountable and responsible for provision of routine radiation oncology medical physics work under the supervision of a ROMP level 2 (or higher). ▪ With experience, is capable of, and expected to, prioritise own workload. ▪ Manages own professional standards and regulatory requirements relating to TEAP and ACPSEM membership. ▪ Uses allocated resources appropriately. ▪ Contributes to management activities including governance activities and collection of statistics and other information or data. ▪ Participates in professional development and education as required under the TEAP and ACPSEM membership.

ROMP level 2 (Specialist)

FOCUS
▪ ROMP level 2 is a Specialist ROMP who has completed the ACPSEM TEAP and is an accredited ROMP, or who is a non-accredited ROMP. ▪ A Specialist ROMP is expected to work under limited supervision and direction to undertake complex and varied radiation oncology medical physics work including (but not limited to) quality assurance of radiotherapy equipment (including software); radiotherapy equipment calibration; radiotherapy equipment (including software) commissioning and testing; dosimetry, dose optimisation and clinical services; and radiation safety. ▪ A Specialist ROMP may also be required to ▪ Provide radiation oncology medical physics education to other health professionals and other key stakeholders ▪ Undertake research to achieve the radiation oncology service's clinical aims ▪ Maintain professional standards by attending and presenting at courses, conferences and meetings ▪ Provide supervision and training to ROMP Registrars consistent with TEAP requirements. ▪ Undertake highly complex radiation oncology medical physics work under close supervision and direction.
CONTEXT AND FRAMEWORK
▪ Operates with considerable independence within established operational guidelines, systems, and processes in a challenging and demanding environment. ▪ Some interpretation of legislation, regulation, professional standards, national and/or international standards, and operational guidelines, systems and processes are required to support complex and varied radiation oncology medical physics work.



- Modifies established radiation oncology medical physics practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence to support complex and varied radiation oncology medical physics work.
- Applies radiation oncology medical physics knowledge to develop the knowledge base of ROMP Registrars and lead changes to established practices or methods within the radiation oncology medical physics team.
- Ensures that service initiatives are integrated into practice, organisational guidelines, systems, and processes.

KNOWLEDGE, SKILLS AND EXPERTISE

- Accreditation as a ROMP with ACPSEM is highly desirable.
- If the employee is a non-accredited ROMP, it is highly desirable that they are working towards accreditation as a ROMP with ACPSEM. A non-accredited ROMP will not be eligible to increment to ROMP level 2 Year 4 until registered on the ACPSEM *Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists*.
- Postgraduate qualifications in medical physics (or equivalent accepted by ACPSEM) are an essential requirement and contribute to achieving the advanced knowledge, skills and expertise required to operate at this level.
- At least 3 years practical experience in radiation oncology medical physics is highly desirable. This may include experience gained through undertaking the TEAP including post graduate qualifications. Special consideration may be given to candidates who have fast tracked the TEAP in under 3 years.
- Demonstrates proficient radiation oncology medical physics knowledge, skills and expertise and professional judgement in advising and influencing higher level management and stakeholders regarding complex and varied radiation oncology medical physics work.
- Applies proficient radiation oncology medical physics knowledge, skills, expertise with leadership and supervision skills to support the development of radiation oncology medical physics competence in ROMP Registrars and acts as reference point for advice and support.
- Applies proficient radiation oncology medical physics knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a complex and varied workload.
- Demonstrates knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.

INTERPERSONAL SKILLS

- Demonstrates communication, interpersonal and leadership skills and ability to align practice with the strategic direction and operational and business plans and contributes to a positive workplace culture.
- Actively contributes to the radiation oncology medical physics team and radiation oncology service.
- Develops effective professional relationships with colleagues and stakeholders to inform and influence outcomes and/or encourage behaviour and other change.
- Communicates complex information clearly and effectively with purpose to colleagues and stakeholders in terms which can be understood and implemented.
- Demonstrates the ability to adjust communication style in response to different purposes and audiences.
- Provides day to day support to ROMP Registrars.



JUDGEMENT
- Exercises independent professional judgement and decision-making capability in relation to radiation oncology medical physics output management, handling a complex and varied workload. - Exercises initiative, flexibility, and creativity to improve outcomes for patients/clients and/or achieve outcomes for the radiation oncology medical physics team and radiation oncology service. - Proficient conceptual, analytical, and reasoning skills to research, investigate and propose options regarding the implementation and delivery of complex radiation oncology medical physics work. - Options proposed are constrained by the existing policy and regulatory framework, budget, and resource considerations.
INFLUENCE
- The work has a direct influence on effective provision of radiation oncology services. - Advice has limited corporate impact and influence beyond the immediate work area. - Work that modifies established radiation oncology medical physics practices or methods may affect outcomes for the radiation oncology medical physics team. - The work has limited influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery outcomes.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
- Provides advice to supervisors and/or managers regarding radiation oncology medical physicist service delivery matters including but not limited to design, development, and evaluation; options for prioritisation and workload/output management; radiotherapy equipment (including software) and technology. - Supports day to day operational management through coordination and supervision of workflow/outputs for the radiation oncology medical physics team. - Ensures efficient use of resources to deliver agreed outcomes for the radiation oncology medical physics team and radiation oncology service. - Undertakes, monitors, and reports on governance related activities within the radiation oncology medical physics team and radiation oncology service. - Undertakes, monitors, and reports on radiation oncology medical physics practices and outcomes within the radiation oncology medical physics team. - Assists in identifying training needs and provides feedback in relation to the performance appraisal and development of ROMP Registrars and may support the performance appraisal and development of ROMP Registrars. - Supports higher level management to achieve challenging and sometimes competing priorities. - Represents the work area at meetings and in other forums. - Provides input into strategic planning for the radiation oncology medical physics team and radiation oncology service.

ROMP level 3 (Senior Specialist)

FOCUS



- A ROMP level 3 is a Senior Specialist ROMP who has significant experience post-accreditation as a ROMP with the ACPSEM, or a non-accredited ROMP with an equivalent level of experience and who is currently working towards being an accredited ROMP and registered on the *ACPSEM Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists*.
- A Senior Specialist ROMP is expected to work under broad supervision and direction to undertake highly complex and varied radiation oncology medical physics work including (but not limited to) quality assurance of radiotherapy equipment (including software); radiotherapy equipment calibration; radiotherapy equipment (including software) commissioning and testing; dosimetry, dose optimisation and clinical services; and radiation safety.
- A Senior Specialist ROMP is also expected to demonstrate the ability to
 - Determine professional objectives and priorities
 - Operate as a specialist with authority in a field where the requirements are highly complex and of critical importance to the work unit, state or at a national level.
 - Work in highly complex, non-routine situations that may call for the application of advanced problem-solving abilities and may require the application of multidisciplinary skills/knowledge and which may also require novel or innovative methods
 - Provide a highly specialised consultancy service in radiation oncology medical physics to clinical and scientific professionals within and external to the work unit
- A Senior Specialist ROMP may have supervisory and operational management responsibilities for ROMP Level 1s and Level 2s and provide overall supervision of all work undertaken.

CONTEXT AND FRAMEWORK

- Operates independently within established operational guidelines, systems, and processes in a highly challenging and demanding environment.
- Considerable interpretation of legislation, regulation, professional standards, national and/or international standards, and operational guidelines, systems and processes are required to support highly complex and varied radiation oncology medical physics work.
- Constant adaptation and modification of established radiation oncology medical physics practices or methods and/or trialling of novel practices or methods is required to address highly complex and varied radiation oncology medical physics work. Adaptation or modification must remain within scope of practice and according to professional, policy, regulatory and/or technological requirements, developments, and evidence.
- Applies advanced radiation oncology medical physics knowledge to develop the knowledge base of less experienced ROMPs and other related health professionals, and lead changes to established radiation oncology medical physics practices or methods within the radiation oncology service.
- Fulfils a coordination role to ensure that service initiatives are integrated into radiation oncology medical physics practice, organisational guidelines, systems, and processes.

KNOWLEDGE, SKILLS AND EXPERTISE

- Accreditation as a ROMP with ACPSEM highly desirable.
- If the employee is a non-accredited ROMP, it is highly desirable that they are working towards accreditation as a ROMP with ACPSEM. A non-accredited ROMP will not be eligible to increment to ROMP level 3 Year 4 until registered on the *ACPSEM Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists*.



- Postgraduate qualifications in medical physics (or equivalent accepted by ACPSEM) is an essential requirement, and contributes to achieving the expert knowledge, skills and expertise required to operate at this level.
- At least 5 years practical experience in radiation oncology medical physics is highly desirable. This may include experience gained through undertaking the TEAP including post graduate qualifications.
- Demonstrates advanced radiation oncology medical physics knowledge, skills and expertise and advanced professional judgement in advising and influencing higher level management and stakeholders regarding highly complex and varied radiation oncology medical physics work.
- Demonstrates advanced knowledge, skills, and expertise in highly complex, contemporary, radiation oncology medical physics practice standards, in one or more areas of practice/modalities. Area of practice may be generalist and/or a defined sub-specialty.
- Applies advanced radiation oncology medical physics knowledge, skills, expertise with leadership and supervision skills to build radiation oncology medical physics competence in ROMP Registrars and ROMP level 2s and acts as the reference point for advice and support regarding highly complex radiation oncology medical physics work.
- Applies advanced knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a highly complex and varied workload.
- Demonstrates advanced knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.

INTERPERSONAL SKILLS

- Demonstrates advanced communication, interpersonal, negotiation, conflict management and leadership skills to align the radiation oncology medical physics team with the strategic direction and operational and business plans, and actively builds and influence a positive workplace culture.
- Leads and motivates others to develop knowledge, skills, and expertise and to work collaboratively as a team, where there are sometimes competing priorities.
- Communicates highly complex information applicable to strategic direction and changing workplace practices to colleagues and stakeholders in terms which can be understood and implemented.
- Develops and maintains productive relationships with peers and stakeholders with similar levels of skill and experience in related teams and/or professions to share ideas and to resolve problems.

JUDGEMENT

- Exercises advanced professional judgement and decision-making capability in relation to highly complex radiation oncology medical physics output management and to improve and influence radiation oncology medical physics competence in others through the provision of professional supervision and advocacy.
- Demonstrates innovation and adaptability to identify, implement and evaluate solutions to highly complex problems impacting the radiation oncology medical physics team and radiation oncology service.



▪ Advanced conceptual, analytical, and reasoning skills to research, investigate and propose recommendations regarding the implementation, delivery, and evaluation of highly complex radiation oncology medical physics work. ▪ Options recommended are constrained by the existing policy and regulatory frameworks, budget, and resource considerations, but will require the adaptation and modification of established radiation oncology medical physics practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes, which may significantly alter outcomes.
INFLUENCE
▪ The work significantly influences the effective and efficient operation of radiation oncology services. ▪ Has moderate corporate impact and influence beyond the immediate work area. ▪ Advice provided results in the adaptation and modification of established practices or methods and/or trialling of novel practices or methods and may require the development of new operational guidelines, systems, and processes. ▪ The nature of the response required to address emerging evidence and changes in practice will alter the way work is performed within the team and will affect outcomes for the team. ▪ The work has moderate influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery outcomes.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
▪ Accountable and responsible for provision of advanced radiation oncology medical physics work of a highly complex and varied nature, with moderate scope. ▪ Provides advice to senior management, colleagues and other relevant stakeholders regarding highly complex standards and development of radiation oncology services. ▪ Responsible for the optimal use of resources to deliver radiation oncology services and achieve agreed outcomes. ▪ Leads change through service-wide governance related activities and the development of competence in others, through the independent application of advanced expertise to improve practices. ▪ Provide leadership within the team. Has a leadership role within the team that supports higher level management to achieve challenging and sometimes competing priorities. ▪ Responsible for the day-to-day operational management of ROMPs within the team, including responsibility for quality assurance, quality management, performance appraisal and other operational issues, across one or more sites. ▪ Represents the radiation oncology medical physics team with the authority to conduct and commit to a negotiated outcome regarding operational processes and which may have implications beyond the immediate work area. ▪ Contributes to strategic planning for the radiation oncology medical physics team and radiation oncology service.

ROMP level 4 (Deputy Chief or Principal)

FOCUS
▪ A ROMP level 4 is a Deputy Chief ROMP or Principal ROMP within a major tertiary radiation oncology service.



- The ROMP level 4 will possess a high level of competency and experience as a ROMP and work independently, reporting to the Chief ROMP.
- A ROMP level 4 is expected to work with considerable autonomy and limited direction to undertake exceptionally complex and varied radiation oncology medical physics work including (but not limited to) quality assurance of radiotherapy equipment (including software); radiotherapy equipment calibration; radiotherapy equipment (including software) commissioning and testing; dosimetry, dose optimisation and clinical services; and radiation safety.
- ROMP level 4 Deputy Chief will have management responsibilities for ROMP level 1s, 2s and 3s and provide overall supervision for all work undertaken.
- A ROMP level 4 Principal ROMP will be focused on undertaking expert level, exceptionally complex and varied radiation oncology medical physics work and may or may not have supervisory responsibilities for ROMP level 1s, 2s and 3s.

CONTEXT AND FRAMEWORK

- Operates with considerable autonomy and limited direction regarding managerial, professional and/or operational matters within established operational guidelines, systems and processes.
- Operates in accordance with Government and/or Agency objectives and policy to effectively manage the radiation oncology medical physics team and/or work program in a highly challenging, complex, and sensitive environment subject to constant change and influenced by social, political, and industrial events.
- Determines appropriate priorities, strategies, milestones and approaches for the radiation oncology medical physics team and/or work program.
- Requires innovation and interpretation as existing precedents and policy may be limited. Emerging issues can be due to significant operational concerns and can anticipate regulatory change.
- Applies expert level radiation oncology medical physics knowledge to develop the knowledge base of less experienced ROMPs and other related health professionals, and lead changes to established radiation oncology medical physics practices or methods within the radiation oncology service.
- Leads the integration of service initiatives into practice, organisational guidelines, systems, and processes.

KNOWLEDGE, SKILLS AND EXPERTISE

- Accreditation as a ROMP with ACPSEM highly desirable.
- If the employee is a non-accredited ROMP, it is highly desirable that they are working towards accreditation as a ROMP with ACPSEM. A non-accredited ROMP will not be eligible for appointment to ROMP level 4 Grade 2 until registered on the ACPSEM *Register of Qualified Medical Physics Specialists and Radiopharmaceutical Scientists*.
- Postgraduate qualifications in medical physics (or equivalent accepted by ACPSEM) is an essential requirement, and contributes to achieving the expert knowledge, skills and expertise required to operate at this level.
- At least 8 years practical experience in radiation oncology medical physics is highly desirable.
- Demonstrates expert level knowledge, skill and expertise as a ROMP and expert leadership skills.
- Undertakes expert radiation oncology medical physics work, provides authoritative advice and acts as a reference point, within and outside the radiation oncology medical physics team.



- Demonstrates expert leadership in the development, implementation and evaluation of professional standards, national and/or international standards, techniques, strategies, and policies related to radiation oncology medical physics.
- Advocates for and influences the radiation oncology service, generally on matters of high importance, using negotiation and conflict management skills with relevant stakeholders.
- Persons at this level often have a state or national reputation.
- Expert level research, investigative, analytical and appraisal skills.
- Demonstrated contribution to research and knowledge in radiation oncology medical physics through publication in peer reviewed publications.
- Leads and drives service quality and service improvement activities, shaping service delivery and the development of competence in others.
- Participates in statewide committees and may be a representative on national committees.

INTERPERSONAL SKILLS

- Provides expert leadership in a manner that exemplifies and establishes positive workplace culture.
- Leads and motivates others to identify strategic opportunities, promote strategic direction, operational and business plans, facilitate cooperation and teamwork, build understanding and capability and achieve outcomes, where there are multiple competing priorities.
- Articulates exceptionally complex and specialised information and issues to colleagues and stakeholders in terms which can be understood and implemented.
- Engages and collaborates with key internal and external stakeholders to share ideas and to resolve exceptionally complex and/or specialised problems related to radiation oncology medical physics.

JUDGEMENT

- Exercises expert professional judgement in relation to exceptionally complex and/or specialised radiation oncology medical physics work and identifies, defines, and develops options for the Government and/or Agency regarding complex policy and/or improved delivery of a radiation oncology service. This may require the development of new solutions to unusual or emerging problems, including where precedent and policy may be limited.
- Adopts a flexible, creative, and innovative approach in the implementation of Government and/or Agency objectives, and the integration of relevant solutions from diverse professions.
- Recommendations made are constrained by the policy and regulatory framework, budget, and resource considerations, but may require the development of new (and/or adaptation of established) service delivery methodologies.

INFLUENCE

- The work has significant influence on the achievement of Government and/or Agency objectives.
- Contributes to the development of radiation oncology medical physics professional and managerial competence in others through mentoring, supervision, and support.
- Has significant corporate impact and influence beyond the immediate work area.
- Provides management advice and service delivery outcomes are altered as a result.
- Decisions may alter how Government and/or the Agency responds to emerging trends, including new (and/or adaptation of established) service delivery methodologies, adoption of new systems or methods, and/or changes to the way work is organised and/or performed.



- Provides conclusive and authoritative advice that has significant corporate impact.
- Alternative sources of advice are limited within the Agency.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

- Accountable and responsible for provision of expert leadership to support exceptionally complex, critical and/or specialised radiation oncology medical physics work, that has significant scope.
- Responsible for solving large scale, exceptionally complex problems through recognised expertise and expert interpretation of existing health systems, professional standards, national and/or international standards and other considerations.
- Exhibits expert leadership, advocacy, and influence in the development of radiation oncology medical physics professional competence within the radiation oncology medical physics team and/or at a state and/or national level.
- Demonstrates leadership in the supervision, education and training of staff including ROMP Registrars and provides expert training and guidance to experienced ROMP's looking to build capability.
- Leads cooperation, teamwork and understanding in undertaking exceptionally complex, critical and/or specialised radiation oncology medical physics work, that often include multiple competing priorities.
- Represents the radiation oncology medical physics team with the authority to conduct and commit to a negotiated outcome regarding strategies, policies, programs, and objectives and which have implications beyond the immediate work area.

ROMP level 5 (Chief)

FOCUS

- A ROMP level 5 is a Chief ROMP. Some staff under the control of the position may operate across several sites.
- Given the relatively small size of radiation oncology medical physics teams in Tasmania, a ROMP level 5 is also expected to undertake radiation oncology medical physics work to a standard commensurate with ROMP level 4. As such, assessment against the job components for ROMP level 4 may be considered as part of the statement of duties assessment process. However, consistent with the principle of 'best fit' a ROMP level 5 role must predominantly align with the job components for ROMP level 5 to be classified at this level.
- Sets the overall strategic direction that guides operational and business planning for the radiation oncology medical physicist team under their control.
- Has overall governance responsibilities for the radiation oncology medical physicist team under their control.
- A ROMP level 5 may have professional relationships with other medical physics specialties, whether employed or contracted in the Department of Health.
- ROMP Level 5 Grade 1 is reserved for the Chief ROMP at the North West Regional Hospital. ROMP Level 5 Grade 2 is reserved for the Chief ROMP at the Launceston General Hospital and Royal Hobart Hospital.

CONTEXT AND FRAMEWORK

- Operate with considerable autonomy and minimal direction within the Agency to lead the radiation oncology medical physics team under their control.



- Government and/or Agency objectives and policy govern positions classified at this level. Considerable innovation and interpretation are required where precedents and policy are limited. - Acts as a member of the radiation oncology service leadership team and leads priorities and strategies, including achievement of milestones, for the radiation oncology medical physics team under their control and the radiation oncology service more broadly.
KNOWLEDGE, SKILLS AND EXPERTISE
- Accreditation as a ROMP with ACPSEM is an essential requirement for a Chief ROMP. - Postgraduate qualifications in medical physics (or equivalent accepted by ACPSEM) is an essential requirement, and contributes to achieving the expert knowledge, skills and expertise required to operate at this level. - At least 10 years practical experience in radiation oncology medical physics is highly desirable. - Requires strategic leadership and management expertise obtained through extensive prior experience in leadership and management roles. - Applies expert professional knowledge, skill, and expertise in a strategic capacity over the radiation oncology medical physics team under their control. - Advocates for and influences operational decisions within the Agency, using expert negotiation and conflict management skills with internal and external stakeholders, particularly in response to complex issues in situations of differing interests.
INTERPERSONAL SKILLS
- Responsible for leading and establishing positive workplace culture across the radiation oncology medical physics team under their control. - Manages staff and stakeholders to achieve Government and/or Agency objectives where there are multiple competing priorities. - Builds and maintains effective relationships with a diverse range of stakeholders; nurtures internal and external relationships; facilitates cooperation and partnerships and values differences and diversity in a highly challenging, complex, and sensitive environment. - Engages and collaborates with internal and external stakeholders to identify strategic opportunities and resolve complex and significant operational issues that have highly significant corporate impact within the Agency, and which may impact external stakeholders. - Works constructively as a member of the radiation oncology services leadership team.
JUDGEMENT
- Exercises expert professional judgement in a strategic capacity over the radiation oncology medical physics team under their control. - Demonstrates the ability to understand the political, social, and operational environment to identify complex and significant operational issues and make recommendations on strategies and approaches to remediate complex and significant operational issues. - Recommendations may require the development of novel strategies and approaches, and the outcomes achieved have highly significant corporate impact and influence within the Agency and may impact and influence external stakeholders.
INFLUENCE
- The work has highly significant influence on the achievement of Government and/or Agency objectives. - The work has highly significant corporate impact and influence within the Agency.



- Provides high-level advice and recommendations directly to executive management regarding the radiation oncology medical physics team under their control.
- Alternative sources of advice are very limited within the Agency.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

- Accountable and responsible for senior leadership and strategic direction for the radiation oncology medical physics team, including the development and implementation of important strategic corporate initiatives in response to emerging challenges and which may include complex and/or specialised service delivery models.
- Accountable and responsible for providing senior leadership and for setting clear performance expectations; performance management and development of staff; and supporting staff to maintain focus and productivity.
- Accountable and responsible for the administration, direction and control of human, physical and financial resources under the control of the position, including meeting specified financial, quality, and other key performance indicators.
- Sets, implements, and reports on strategic direction for the radiation oncology medical physics team.
- Leads governance related activities across the radiation oncology medical physics team.
- Represents with the authority to conduct and commit to a negotiated outcome regarding objectives, concepts, strategies, and policies for the radiation oncology medical physics team and radiation oncology service, and which have implications beyond the immediate work area.





SCHEDULE 5 – SALARY RATES FOR ALLIED HEALTH PROFESSIONALS AS DEFINED IN SCHEDULE 1

Table 1: Salary rates for Allied Health Professionals as defined in Schedule 1 excluding Radiation Oncology Medical Physicists.

Classification	Salary effective ffpccoaa 1 Dec 2024	Structural Adjustment effective ffpccoaa 1 Dec 2025	Base effective ffpccoaa 1 Dec 2025	Base + 3% increase effective ffpccoaa 1 Dec 2025	Structural Adjustment effective ffpccoaa 1 Dec 2026	Base effective ffpccoaa 1 Dec 2026	Base + 3% increase effective ffpccoaa 1 Dec 2026	2.75% increase effective ffpccoaa 1 Sep 2027
AHPA	\$69,177	\$800	\$69,977	\$72,076	\$800	\$72,876	\$75,063	\$77,127
AHPA-2	NEW		\$70,806	\$72,930	\$800	\$73,730	\$75,942	\$78,030
AHPA-3	NEW		\$72,308	\$74,477	\$800	\$75,277	\$77,536	\$79,668
AHPA-4	NEW		\$72,926	\$75,114	\$800	\$75,914	\$78,191	\$80,341
PROMOTION								
AHP1-2	\$73,834							
AHP1-3	\$77,737	\$800	\$79,237*	\$81,614	REMOVED	\$82,414	\$84,887	\$87,221
AHP1-4	\$80,351	\$800	\$81,151	\$83,586	\$800	\$84,386	\$86,917	\$89,307
AHP1-5	\$84,835	\$800	\$85,635	\$88,204	\$800	\$89,004	\$91,674	\$94,195
AHP1-6	\$85,674	\$800	\$87,174*	\$89,789	\$800	\$90,589	\$93,307	\$95,873
COMPETENCY ASSESSMENT POINT (ACCELERATED COMPETENCY ASSESSMENT POINT AT AHP1-5)								
AHP2-1	\$89,321				REMOVED			
AHP2-2	\$93,806	\$800	\$94,606	\$97,444	\$800	\$98,244	\$101,192	\$103,974
AHP2-3	\$98,287	\$800	\$99,087	\$102,060	\$800	\$102,860	\$105,945	\$108,859
AHP2-4	\$102,783	\$800	\$103,583	\$106,690	\$800	\$107,490	\$110,715	\$113,760
AHP2-5	\$107,265	\$800	\$108,065	\$111,307	\$800	\$112,107	\$115,470	\$118,646
AHP2-6	\$111,364	\$800	\$112,164	\$115,529	\$800	\$116,329	\$119,819	\$123,114
AHP2-6 Qual	NEW		\$113,664	\$117,074	\$800	\$117,874	\$121,410	\$124,749
PERSONAL PROGRESSION OR PROMOTION								
AHP3-2	\$110,425				REMOVED			
AHP3-3	\$111,756	\$600	\$113,856*	\$117,272	\$500	\$117,772	\$121,305	\$124,641
AHP3-4	\$115,151	\$600	\$115,751	\$119,224	\$500	\$119,724	\$123,315	\$126,706
AHP3-5	\$119,290	\$600	\$119,890	\$123,487	\$500	\$123,987	\$127,706	\$131,218



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Classification	Salary effective ffpccoaa 1 Dec 2024	Structural Adjustment effective ffpccoaa 1 Dec 2025	Base effective ffpccoaa 1 Dec 2025	Base + 3% increase effective ffpccoaa 1 Dec 2025	Structural Adjustment effective ffpccoaa 1 Dec 2026	Base effective ffpccoaa 1 Dec 2026	Base + 3% increase effective ffpccoaa 1 Dec 2026	2.75% increase effective ffpccoaa 1 Sep 2027
AHP3.5 Qual	\$121,907	\$600	\$122,507	\$126,182	\$500	\$126,682	\$130,483	\$134,071
AHP3 PUG 1 (without PG Qual)	\$121,907	\$600	\$122,507	\$126,182	\$500	\$126,682	\$130,483	\$134,071
AHP3 PUG 2 (with PG Qual)	\$123,717	\$600	\$124,317	\$128,047	\$500	\$128,547	\$132,403	\$136,044
AHP3 PUG 3 (with PG Qual)	\$126,703	\$600	\$127,303	\$131,122	\$500	\$131,622	\$135,571	\$139,299
PROMOTION								
AHP4-2	\$123,717							
AHP4-3	\$126,703	\$600	\$127,303	\$131,122	\$500	\$131,622	\$135,571	\$139,299
AHP4-4	\$130,900	\$600	\$131,500	\$135,445	\$500	\$135,945	\$140,023	\$143,874
AHP4-4 Qual	\$134,336	\$600	\$134,936	\$138,984	\$500	\$139,484	\$143,669	\$147,619
PROMOTION								
AHP4-GB-Y1	\$135,002	\$600	\$135,602	\$139,670	\$500	\$140,170	\$144,375	\$148,345
AHP4-GB-Y2	\$138,296	\$600	\$138,896	\$143,063	\$500	\$143,563	\$147,870	\$151,936
PROMOTION								
Manager								
AHP5-G1-Y1	\$143,677	\$500	\$144,177	\$148,502	\$400	\$148,902	\$153,369	\$157,587
AHP5-G1-Y2	\$145,595	\$500	\$146,095	\$150,478	\$400	\$150,878	\$155,404	\$159,678
AHP5-G2-Y1	\$149,660	\$500	\$150,160	\$154,665	\$400	\$155,065	\$159,717	\$164,109
AHP5-G2-Y2	\$151,608	\$500	\$152,108	\$156,671	\$400	\$157,071	\$161,783	\$166,232
AHP5-G3-Y1	\$154,145	\$500	\$154,645	\$159,284	\$400	\$159,684	\$164,475	\$168,998
AHP5-G3-Y2	\$156,115	\$500	\$156,615	\$161,313	\$400	\$161,713	\$166,565	\$171,145
AHP5-G4-Y1	\$158,635	\$500	\$159,135	\$163,909	\$400	\$164,309	\$169,238	\$173,892
AHP5-G4-Y2	\$160,625	\$500	\$161,125	\$165,959	\$400	\$166,359	\$171,350	\$176,062
Specialised Roles								
AHP5S-G1-2-Y1	\$143,677	\$500	\$144,177	\$148,502	\$400	\$148,902	\$153,369	\$157,587
AHP5S-G1-2-Y2	\$145,595	\$500	\$146,095	\$150,478	\$400	\$150,878	\$155,404	\$159,678

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Classification	Salary effective fppcooa 1 Dec 2024	Structural Adjustment effective fppcooa 1 Dec 2025	Base effective fppcooa 1 Dec 2025	Base + 3% increase effective fppcooa 1 Dec 2025	Structural Adjustment effective fppcooa 1 Dec 2026	Base effective fppcooa 1 Dec 2026	Base + 3% increase effective fppcooa 1 Dec 2026	2.75% increase effective fppcooa 1 Sep 2027
AHP5S-G1-2-Y3	\$149,660	\$500	\$150,160	\$154,665	\$400	\$155,065	\$159,717	\$164,109
AHP5S-G1-2-Y4	\$151,608	\$500	\$152,108	\$156,671	\$400	\$157,071	\$161,783	\$166,232
PROGRESSION ASSESSMENT POINT								
AHP5S-G3-4-Y1	\$154,145	\$500	\$154,645	\$159,284	\$400	\$159,684	\$164,475	\$168,998
AHP5S-G3-4-Y2	\$156,115	\$500	\$156,615	\$161,313	\$400	\$161,713	\$166,565	\$171,145
AHP5S-G3-4-Y3	\$158,635	\$500	\$159,135	\$163,909	\$400	\$164,309	\$169,238	\$173,892
AHP5S-G3-4-Y4	\$160,625	\$500	\$161,125	\$165,959	\$400	\$166,359	\$171,350	\$176,062
Practitioner								
AHP5a-Y1	\$149,660	\$500	\$150,160	\$154,665	\$400	\$155,065	\$159,717	\$164,109
AHP5a-Y2	\$151,608	\$500	\$152,108	\$156,671	\$400	\$157,071	\$161,783	\$166,232
AHP5a-Y3	\$154,145	\$500	\$154,645	\$159,284	\$400	\$159,684	\$164,475	\$168,998
AHP5a-Y4	\$156,115	\$500	\$156,615	\$161,313	\$400	\$161,713	\$166,565	\$171,145
AHP5a-Y5	\$158,635	\$500	\$159,135	\$163,909	\$400	\$164,309	\$169,238	\$173,892
AHP5a-Y6	\$160,625	\$500	\$161,125	\$165,959	\$400	\$166,359	\$171,350	\$176,062
PROMOTION								
AHP6-G1-Y1	\$163,655	\$500	\$164,155	\$169,080	\$400	\$169,480	\$174,564	\$179,365
AHP6-G1-Y2	\$165,017	\$500	\$165,517	\$170,483	\$400	\$170,883	\$176,009	\$180,849
AHP6-G2-Y1	\$172,032	\$500	\$172,532	\$177,708	\$400	\$178,108	\$183,451	\$188,496
AHP6-G2-Y2	\$176,221	\$500	\$176,721	\$182,023	\$400	\$182,423	\$187,895	\$193,062
AHP6-G3-Y1	\$186,049	\$500	\$186,549	\$192,145	\$400	\$192,545	\$198,322	\$203,776
AHP6-G3-Y2	\$195,566	\$500	\$196,066	\$201,948	\$400	\$202,348	\$208,418	\$214,150

Note: (*) Includes an additional adjustment to account for relativities.

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Table 2: Salary rates for Radiation Oncology Medical Physicists.

Classification	Salary effective fppcooa 1 Dec 2024	5% Market Allowance Adjustment to base effective fppcooa 1 Dec 2025	Base + 3% increase effective fppcooa 1 Dec 2025	Base + 3% increase effective fppcooa 1 Dec 2026	2.75% increase effective fppcooa 1 Sep 2027
ROMP1-1	\$84,807	\$89,047	\$91,719	\$94,470	\$97,068
ROMP1-2	\$90,890	\$95,435	\$98,298	\$101,246	\$104,031
ROMP1-3	\$96,688	\$101,522	\$104,568	\$107,705	\$110,667
ROMP1-4	\$103,832	\$109,024	\$112,294	\$115,663	\$118,844
ROMP1-5	\$109,911	\$115,407	\$118,869	\$122,435	\$125,802
PROGRESSION ASSESSMENT POINT					
ROMP2-1	\$136,826	\$143,667	\$147,977	\$152,417	\$156,608
ROMP2-2	\$147,015	\$154,366	\$158,997	\$163,767	\$168,270
ROMP2-3	\$157,900	\$165,795	\$170,769	\$175,892	\$180,729
ROMP2-4	\$168,593	\$177,023	\$182,333	\$187,803	\$192,968
PERSONAL PROGRESSION OR PROMOTION					
ROMP3-1	\$178,809	\$187,749	\$193,382	\$199,183	\$204,661
ROMP3-2	\$187,973	\$197,372	\$203,293	\$209,392	\$215,150
ROMP3-3	\$199,416	\$209,387	\$215,668	\$222,138	\$228,247
ROMP3-4	\$209,088	\$219,542	\$226,129	\$232,913	\$239,318
PROMOTION					
ROMP4-1	\$213,060	\$223,713	\$230,424	\$237,337	\$243,864
ROMP4-2	\$225,333	\$236,600	\$243,698	\$251,009	\$257,911
PROMOTION					
ROMP5-G1	\$238,171	\$250,080	\$257,582	\$265,309	\$272,605
ROMP5-G2	\$253,025	\$265,676	\$273,647	\$281,856	\$289,607



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SCHEDULE 6 – SALARY RATES FOR ALLIED HEALTH PROFESSIONALS AS DEFINED IN SCHEDULE 2 EXCLUDING FORENSIC SCIENTISTS

Classification	Salary effective ffpccoaa 1 Dec 2024	Structural Adjustment effective ffpccoaa 1 Dec 2025	Base effective ffpccoaa 1 Dec 2025	Base + 3% increase effective ffpccoaa 1 Dec 2025	Structural Adjustment effective ffpccoaa 1 Dec 2026	Base effective ffpccoaa 1 Dec 2026	Base + 3% increase effective ffpccoaa 1 Dec 2026	2.75% increase effective ffpccoaa 1 Sep 2027
AHPA	\$70,089	\$800	\$70,889	\$73,016	\$800	\$73,816	\$76,030	\$78,121
AHPA-2	NEW		\$71,748	\$73,900	\$800	\$74,700	\$76,941	\$79,057
AHPA-3	NEW		\$73,270	\$75,468	\$800	\$76,268	\$78,556	\$80,716
AHPA-4	NEW		\$73,896	\$76,113	\$800	\$76,913	\$79,220	\$81,399
PROMOTION								
AHP1-2	\$74,744				REMOVED			
AHP1-3	\$78,746	\$800	\$80,246*	\$82,653	\$800	\$83,453	\$85,957	\$88,321
AHP1-4	\$81,419	\$800	\$82,219	\$84,686	\$800	\$85,486	\$88,050	\$90,472
AHP1-5	\$85,964	\$800	\$86,764	\$89,367	\$800	\$90,167	\$92,872	\$95,426
AHP1-6	\$86,832	\$800	\$88,332*	\$90,982	\$800	\$91,782	\$94,535	\$97,135
COMPETENCY ASSESSMENT POINT (ACCELERATED COMPETENCY ASSESSMENT POINT AT AHP1-5)								
AHP2-1	\$90,465				REMOVED			
AHP2-2	\$94,950	\$800	\$95,750	\$98,623	\$800	\$99,423	\$102,405	\$105,221
AHP2-3	\$99,433	\$800	\$100,233	\$103,240	\$800	\$104,040	\$107,161	\$110,108
AHP2-4	\$103,929	\$800	\$104,729	\$107,871	\$800	\$108,671	\$111,931	\$115,009
AHP2-5	\$108,405	\$800	\$109,205	\$112,481	\$800	\$113,281	\$116,680	\$119,888
AHP2-6	\$112,512	\$800	\$113,312	\$116,711	\$800	\$117,511	\$121,037	\$124,365
AHP2-6 Qual	NEW		\$114,812	\$118,256	\$800	\$119,056	\$122,628	\$126,000
PERSONAL PROGRESSION OR PROMOTION								
AHP3-2	\$111,565				REMOVED			
AHP3-3	\$112,898	\$600	\$114,998*	\$118,448	\$500	\$118,948	\$122,516	\$125,886
AHP3-4	\$116,298	\$600	\$116,898	\$120,405	\$500	\$120,905	\$124,532	\$127,957
AHP3-5	\$120,440	\$600	\$121,040	\$124,671	\$500	\$125,171	\$128,926	\$132,472
AHP3-5 Qual	\$123,060	\$600	\$123,660	\$127,370	\$500	\$127,870	\$131,706	\$135,328

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Classification	Salary effective fppcooa 1 Dec 2024	Structural Adjustment effective fppcooa 1 Dec 2025	Base effective fppcooa 1 Dec 2025	Base + 3% increase effective fppcooa 1 Dec 2025	Structural Adjustment effective fppcooa 1 Dec 2026	Base effective fppcooa 1 Dec 2026	Base + 3% increase effective fppcooa 1 Dec 2026	2.75% increase effective fppcooa 1 Sep 2027
AHP3 PUG 1 (without PG Qual)	\$123,060	\$600	\$123,660	\$127,370	\$500	\$127,870	\$131,706	\$135,328
AHP3 PUG 2 (with PG Qual)	\$124,861	\$600	\$125,461	\$129,225	\$500	\$129,725	\$133,617	\$137,291
AHP3 PUG 3 (with PG Qual)	\$127,849	\$600	\$128,449	\$132,302	\$500	\$132,802	\$136,787	\$140,548
PROMOTION								
AHP4-2	\$124,861							
AHP4-3	\$127,849	\$600	\$128,449	\$132,302	\$500	\$132,802	\$136,787	\$140,548
AHP4-4	\$132,050	\$600	\$132,650	\$136,630	\$500	\$137,130	\$141,243	\$145,128
AHP4-4 Qual	\$135,487	\$600	\$136,087	\$140,170	\$500	\$140,670	\$144,890	\$148,874
PROMOTION								
AHP4-GB-Y1	\$136,366	\$600	\$136,966	\$141,075	\$500	\$141,575	\$145,822	\$149,832
AHP4-GB-Y2	\$139,660	\$600	\$140,260	\$144,468	\$500	\$144,968	\$149,317	\$153,423
PROMOTION								
Manager								
AHP5-G1-Y1	\$144,822	\$500	\$145,322	\$149,682	\$400	\$150,082	\$154,584	\$158,835
AHP5-G1-Y2	\$146,746	\$500	\$147,246	\$151,663	\$400	\$152,063	\$156,625	\$160,932
AHP5-G2-Y1	\$150,800	\$500	\$151,300	\$155,839	\$400	\$156,239	\$160,926	\$165,352
AHP5-G2-Y2	\$152,756	\$500	\$153,256	\$157,854	\$400	\$158,254	\$163,001	\$167,484
AHP5-G3-Y1	\$155,290	\$500	\$155,790	\$160,464	\$400	\$160,864	\$165,690	\$170,246
AHP5-G3-Y2	\$157,266	\$500	\$157,766	\$162,499	\$400	\$162,899	\$167,786	\$172,400
AHP5-G4-Y1	\$159,780	\$500	\$160,280	\$165,088	\$400	\$165,488	\$170,453	\$175,141
AHP5-G4-Y2	\$161,776	\$500	\$162,276	\$167,144	\$400	\$167,544	\$172,571	\$177,316
Specialised Roles								
AHP5S-G1-2-Y1	\$144,822	\$500	\$145,322	\$149,682	\$400	\$150,082	\$154,584	\$158,835
AHP5S-G1-2-Y2	\$146,746	\$500	\$147,246	\$151,663	\$400	\$152,063	\$156,625	\$160,932
AHP5S-G1-2-Y3	\$150,800	\$500	\$151,300	\$155,839	\$400	\$156,239	\$160,926	\$165,352

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Classification	Salary effective ffpccoaa 1 Dec 2024	Structural Adjustment effective ffpccoaa 1 Dec 2025	Base effective ffpccoaa 1 Dec 2025	Base + 3% increase effective ffpccoaa 1 Dec 2025	Structural Adjustment effective ffpccoaa 1 Dec 2026	Base effective ffpccoaa 1 Dec 2026	Base + 3% increase effective ffpccoaa 1 Dec 2026	2.75% increase effective ffpccoaa 1 Sep 2027
AHP5S-G1-2-Y4	\$152,756	\$500	\$153,256	\$157,854	\$400	\$158,254	\$163,001	\$167,484
PROGRESSION ASSESSMENT POINT								
AHP5S-G3-4-Y1	\$155,290	\$500	\$155,790	\$160,464	\$400	\$160,864	\$165,690	\$170,246
AHP5S-G3-4-Y2	\$157,266	\$500	\$157,766	\$162,499	\$400	\$162,899	\$167,786	\$172,400
AHP5S-G3-4-Y3	\$159,780	\$500	\$160,280	\$165,088	\$400	\$165,488	\$170,453	\$175,141
AHP5S-G3-4-Y4	\$161,776	\$500	\$162,276	\$167,144	\$400	\$167,544	\$172,571	\$177,316
Practitioner								
AHPP5a-Y1	\$150,800	\$500	\$151,300	\$155,839	\$400	\$156,239	\$160,926	\$165,352
AHPP5a-Y2	\$152,756	\$500	\$153,256	\$157,854	\$400	\$158,254	\$163,001	\$167,484
AHPP5a-Y3	\$155,290	\$500	\$155,790	\$160,464	\$400	\$160,864	\$165,690	\$170,246
AHPP5a-Y4	\$157,266	\$500	\$157,766	\$162,499	\$400	\$162,899	\$167,786	\$172,400
AHPP5a-Y5	\$159,780	\$500	\$160,280	\$165,088	\$400	\$165,488	\$170,453	\$175,141
AHPP5a-Y6	\$161,776	\$500	\$162,276	\$167,144	\$400	\$167,544	\$172,571	\$177,316
PROMOTION								
AHP6-G1-Y1	\$165,017	\$500	\$165,517	\$170,483	\$400	\$170,883	\$176,009	\$180,849
AHP6-G1-Y2	\$166,381	\$500	\$166,881	\$171,887	\$400	\$172,287	\$177,456	\$182,336
AHP6-G2-Y1	\$173,395	\$500	\$173,895	\$179,112	\$400	\$179,512	\$184,897	\$189,982
AHP6-G2-Y2	\$177,585	\$500	\$178,085	\$183,428	\$400	\$183,828	\$189,342	\$194,549
AHP6-G3-Y1	\$187,413	\$500	\$187,913	\$193,550	\$400	\$193,950	\$199,769	\$205,263
AHP6-G3-Y2	\$196,928	\$500	\$197,428	\$203,351	\$400	\$203,751	\$209,863	\$215,635

SCHEDULE 7 – SALARY RATES FOR FORENSIC SCIENTISTS

Classification	Salary effective ffpccoaa 1 Dec 2024	Structural Adjustment effective ffpccoaa 1 Dec 2025	Base effective ffpccoaa 1 Dec 2025	Base + 3% increase effective ffpccoaa 1 Dec 2025	Structural Adjustment effective ffpccoaa 1 Dec 2026	Base effective ffpccoaa 1 Dec 2026	Base + 3% increase effective ffpccoaa 1 Dec 2026	2.75% increase effective ffpccoaa 1 Sep 2027
AHPA	\$70,089	\$800	\$70,889	\$73,016	\$800	\$73,816	\$76,030	\$78,121
AHPA-2	NEW		\$71,748	\$73,900	\$800	\$74,700	\$76,941	\$79,057
AHPA-3	NEW		\$73,270	\$75,468	\$800	\$76,268	\$78,556	\$80,716
AHPA-4	NEW		\$73,896	\$76,113	\$800	\$76,913	\$79,220	\$81,399
PROMOTION								
AHP1-2	\$74,744							
AHP1-3	\$78,746	\$800	\$80,246*	\$82,653	\$800	\$83,453	\$85,957	\$88,321
AHP1-4	\$81,419	\$800	\$82,219	\$84,686	\$800	\$85,486	\$88,050	\$90,472
AHP1-5	\$85,964	\$800	\$86,764	\$89,367	\$800	\$90,167	\$92,872	\$95,426
AHP1-6	\$86,832	\$800	\$88,332*	\$90,982	\$800	\$91,782	\$94,535	\$97,135
COMPETENCY ASSESSMENT POINT (ACCELERATED COMPETENCY ASSESSMENT POINT AT AHP1-5)								
AHP2-1	\$90,465							
AHP2-2	\$94,950	\$800	\$95,750	\$98,623	\$800	\$99,423	\$102,405	\$105,221
AHP2-3	\$99,433	\$800	\$100,233	\$103,240	\$800	\$104,040	\$107,161	\$110,108
AHP2-4	\$103,929	\$800	\$104,729	\$107,871	\$800	\$108,671	\$111,931	\$115,009
AHP2-5	\$108,405	\$800	\$109,205	\$112,481	\$800	\$113,281	\$116,680	\$119,888
AHP2-6	\$112,512	\$800	\$113,312	\$116,711	\$800	\$117,511	\$121,037	\$124,365
AHP2-6 Qual	NEW		\$114,812	\$118,256	\$800	\$119,056	\$122,628	\$126,000
PERSONAL PROGRESSION OR PROMOTION								
AHP3-2	\$111,565							
AHP3-3	\$112,898	\$600	\$114,998*	\$118,448	\$500	\$118,948	\$122,516	\$125,886
AHP3-4	\$116,298	\$600	\$116,898	\$120,405	\$500	\$120,905	\$124,532	\$127,957
AHP3-5	\$120,440	\$600	\$121,040	\$124,671	\$500	\$125,171	\$128,926	\$132,472
AHP3.5 Qual	\$123,060	\$600	\$123,660	\$127,370	\$500	\$127,870	\$131,706	\$135,328
PROMOTION								
AHP4-2	\$124,861							
REMOVED								





Classification	Salary effective fppcooa 1 Dec 2024	Structural Adjustment effective fppcooa 1 Dec 2025	Base effective fppcooa 1 Dec 2025	Base + 3% increase effective fppcooa 1 Dec 2025	Structural Adjustment effective fppcooa 1 Dec 2026	Base effective fppcooa 1 Dec 2026	Base + 3% increase effective fppcooa 1 Dec 2026	2.75% increase effective fppcooa 1 Sep 2027
AHP4-3	\$127,849	\$600	\$128,449	\$132,302	\$500	\$132,802	\$136,787	\$140,548
AHP4-4	\$132,050	\$600	\$132,650	\$136,630	\$500	\$137,130	\$141,243	\$145,128
AHP4-4 Qual	\$135,487	\$600	\$136,087	\$140,170	\$500	\$140,670	\$144,890	\$148,874
PROMOTION								
AHP4-GB-Y1	\$136,366	\$600	\$136,966	\$141,075	\$500	\$141,575	\$145,822	\$149,832
AHP4-GB-Y2	\$139,660	\$600	\$140,260	\$144,468	\$500	\$144,968	\$149,317	\$153,423
PROMOTION								
AHP5-2	\$150,800	\$500	\$151,300	\$155,839	\$400	\$156,239	\$160,926	\$165,352
AHP5-3	\$155,290	\$500	\$155,790	\$160,464	\$400	\$160,864	\$165,690	\$170,246
AHP5-4	\$159,780	\$500	\$160,280	\$165,088	\$400	\$165,488	\$170,453	\$175,141
AHP5-5	\$161,776	\$500	\$162,276	\$167,144	\$400	\$167,544	\$172,571	\$177,316
PROMOTION								
AHP6-G1-Y1	\$165,017	\$500	\$165,517	\$170,483	\$400	\$170,883	\$176,009	\$180,849
AHP6-G1-Y2	\$166,381	\$500	\$166,881	\$171,887	\$400	\$172,287	\$177,456	\$182,336
AHP6-G2-Y1	\$173,395	\$500	\$173,895	\$179,112	\$400	\$179,512	\$184,897	\$189,982
AHP6-G2-Y2	\$177,585	\$500	\$178,085	\$183,428	\$400	\$183,828	\$189,342	\$194,549
AHP6-G3-Y1	\$187,413	\$500	\$187,913	\$193,550	\$400	\$193,950	\$199,769	\$205,263
AHP6-G3-Y2	\$196,928	\$500	\$197,428	\$203,351	\$400	\$203,751	\$209,863	\$215,635

SCHEDULE 8 – ALLIED HEALTH PROFESSIONAL LEVEL 3 PERSONAL UP-GRADE SCHEME

Scheme Objectives and Overview

The objectives of the scheme are:

- To recognise advanced skills, clinical/professional leadership and contribution to the profession, service and relevant agency,
- To assist in the retention of experienced Allied Health Professionals, and
- To provide a mechanism to encourage employees to undertake desirable training to update skills, knowledge and practice in areas aligned to organisational priorities.

The scheme aims to recognise and reward the efforts of eligible Allied Health Professional Level 3 employees that have achieved excellence in allied health professional skills and competence through study, research and/or skill acquisition relevant to their profession and service, through a process of salary advancement.

The scheme envisages necessarily high standards to ensure the integrity and recognition of only those Allied Health Professionals who are truly performing at a level of outstanding achievement and professional excellence.

In the context of the scheme, assessment of outstanding achievement and professional excellence is based on two fundamental concepts:

- The extent of the contribution the employee has made to their service, profession and relevant Agency through clinical practice, leadership, education and /or research, and
- The extent to which the employee has contributed to the relevant Agency's business and / or strategic plans and priorities.

The contribution of the employee to their service, profession and relevant Agency can be demonstrated through:

- Professional leadership and specialist or generalist knowledge, skills and experience, as applied in their workplace,
- Further clinical study through possession of relevant qualifications, research and publications, and/or
- Teaching and development of others in the workplace

Permanently appointed eligible AHP Level 3 employees (either full or part time) must demonstrate to the assessment panel that they performing at a level consistent with the assessment criteria on an ongoing basis.



Eligibility

Applicants eligible for personal-up-grade assessment must:

- Be permanently appointed at the Allied Health Professional Level 3, and
- Not be subject to a review resulting from a negative performance management process, and
- Have served a minimum of 12 months at AHP Level 3 year 3 or higher, or
- Have worked for 3 years either in Tasmania or in another jurisdiction at an equivalent level.

Assessment Criteria

The assessment criteria aim to encompass a wide variety of allied health professions and roles undertaken by allied health professionals and hence are neither detailed nor specific for any one profession or role.

Applicants must interpret each criterion in relation to their own achievements within the ambit of their particular position within the relevant Agency, with reference to the applicant's statement of duties.

Applicants must provide primary examples from within the last 5 years to demonstrate how they meet each criterion, list achievements and outcomes, and provide evidence to support claims against each criterion.

Assessment criteria are in two parts: Part 1 and Part 2. Part 1 comprises two mandatory criteria that every applicant must address. Part 2 comprises a suite of elective criteria grouped under 4 categories.

Mandatory Criteria

The mandatory criteria are:

1. Demonstrated outstanding achievement and excellence in a specialist or generalist field, and
2. Demonstrated outstanding achievement and excellence in clinical/professional leadership, including leading significant service changes and improvements and achievement of specific outcomes of demonstrable benefit to the service, profession and relevant agency.

Elective Criteria

Applicants must choose two elective criteria to address from two different categories:

1. Research and Publication;
2. Qualification and Development;
3. Teaching and Education; or
4. Innovation.

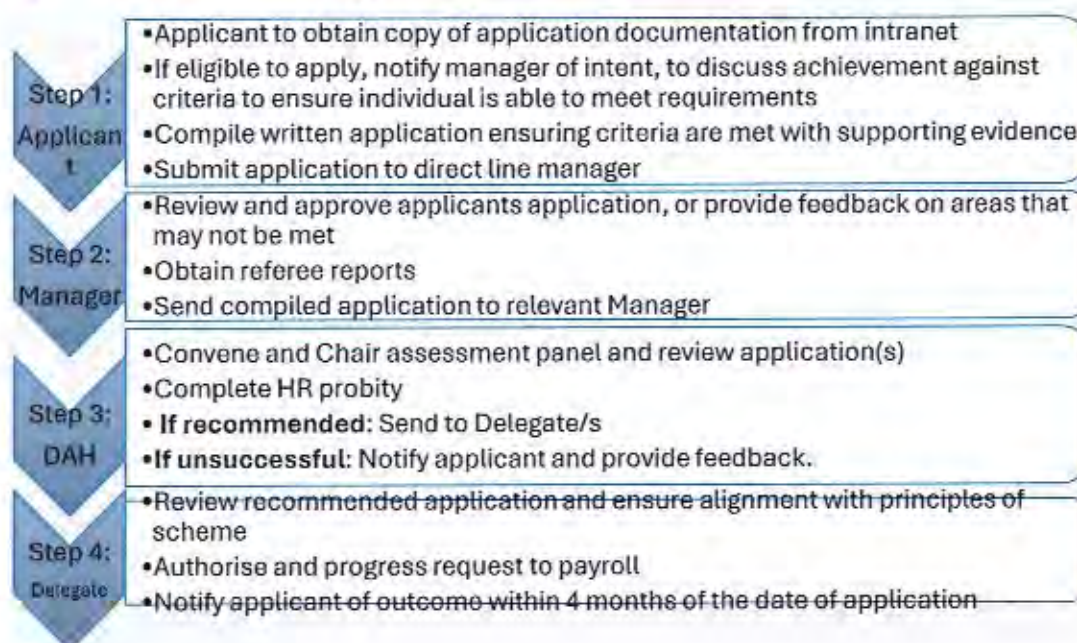


The specific elective criteria are outlined under these headings in the AHP Level 3 Personal Upgrade Scheme Guidelines.

Application Process

Applications can be made at any time once the applicant meets the eligibility criteria. The application process is summarised in Figure 1, full details of application process are detailed in the AHP Level 3 Personal Upgrade Scheme Guidelines.

Figure 1 AHP Level 3 Personal Upgrade Scheme Process



Assessment process

Assessment panels

The relevant Agency delegate will convene the assessment panel and include an allied health manager and representative from the relevant profession as stipulated in the AHP Level 3 Personal Upgrade Scheme Guidelines.

The Assessment Panel will be looking for **evidence of performance** within the current workplace, and sustained achievements on an ongoing basis. Primary examples of achievement should be from within the last 5 years. Applicants need to provide evidence of their achievements and outcomes and these must be validated by their manager. An application must be completed in full as outlined in the AHP Level 3 Personal Upgrade Scheme Guidelines.

Approval

The panel will make a recommendation, to the delegate.

The AHP Level 3 Personal Upgrade will take effect from the date of receipt of application.

Each applicant will be notified in writing of the outcome of the process and is entitled to receive a brief written feedback summary from the Assessment Panel. Other than the summary, no further feedback process will occur.

Unsuccessful applicants must wait twelve months from the date of submission of the previous application before reapplying to the scheme and may make application to the Tasmanian Industrial Commission for a review of action under section 50 of the *State Service Act 2000*.

Successful Candidates

Successful Applicants without post graduate qualifications will be advanced to AHP Level 3 PUG 1 (without PG Qual) pay point. No further increments will be available to an employee advanced to this level under the scheme unless the employee gains a post graduate qualification in which instance the employee would advance to AHP 3 PUG 2 (PUGS with PG Qual).

Successful applicants with relevant post graduate qualifications will be advanced to AHP Level 3 PUG 2 (PUGS with PG Qual) pay point and will increment to AHP Level 3 PUG 3 (PUGS with PG Qual) after 12 months. No further increments will be available to an employee advanced to this level under the scheme.

If an Applicant is successful in being appointed to another higher level AHP position on a substantive basis, normal incremental progression will apply and the PUG concludes.

Successful candidates must maintain performance to the level demonstrated in their application through their annual Performance Development Plan. An awarded Personal Upgrade must be reassessed when an employee varies their duties or moves to another role to determine if their skills and attributes affording the upgrade remain applicable.

Mobility of Upgrade

The personal upgrade will be portable within the Tasmanian State Service. The underpinning philosophy is that the skills and attributes that an individual has demonstrated to achieve their personal upgrade should be transferable.



SCHEDULE 9 – AHP LEVEL 5 SPECIALISED ROLE GRADE 1-2 TO GRADE 3-4 PROGRESSION

Objective

This schedule outlines the process for an AHP Level 5 employed in a specialised role at Grade 1-2 to apply for progression to Grade 3-4 through assessment by a Peer Review Panel and recommendation to the Head of Agency, or delegate, for approval.

Eligibility

Applicants eligible for progression must:

- Be permanently appointed in an AHP Level 5 specialised role at Grade 1-2; and
- Not be subject to a review resulting from a negative performance management process; and
- Have served a minimum of 3 years in a specialised role at Grade 1-2; or
- Have worked for 3 years in another jurisdiction in an equivalent role.

Progression Criteria

The progression criteria aim to encompass a wide variety of allied health professions and roles undertaken by allied health professionals, and hence are neither detailed nor specific for any one profession or role.

Applicants must interpret each criterion in relation to their own achievements within the ambit of their particular AHP Level 5 specialised role within the Agency, with reference to the applicant's statement of duties and the AHP Level 5 specialised classification standards outlined in Schedule 3.

Applicants must provide primary examples from within the last 5 years to demonstrate how they meet each criterion, list achievements and outcomes, and provide evidence to support claims against each criterion.

AHP Level 5 Specialised Role Progression Criteria		
Criteria	Grade 1-2	Grade 3-4
Professional and Leadership Skills		
Professional and Leadership	Has a requirement for developing and advancing the knowledge and professional skills of other staff within the team	Has a requirement for developing and advancing the knowledge and professional skills of other staff



		within the profession and / or Agency
Strategic and Corporate Impact		
Strategic	Demonstrates the ability to exercise a high degree of independence in the determination of overall priorities and strategies which have a significant corporate impact	Demonstrates the ability to exercise of a high degree of independence in the determination of overall priorities and strategies which have a critical corporate impact
Judgement	Demonstrates the ability to make judgements which form the basis of conclusive and authoritative advice to regional or statewide management and have a significant impact on the achievement of regional or statewide objectives	Demonstrates the ability to make judgements which may be significant to the achievement of Government objectives.
Qualifications and Experience		
Qualification and Experience	Expected to have at least 8 years of relevant experience following post graduate qualification.	Expected to have greater than 8 years of relevant experience following post graduate qualification.
Professional Specialist Reputation and Recognition		
Reputation and recognition	Will often have a national reputation in their specialty. Will be recognised on a regional and / or statewide basis as an expert in the area of specialty or profession. Recognised through consideration of at least three of the following attributes: - Invitations to lead at recognised statewide forums and conferences	Will have a national and /or international reputation in their specialty. Will be recognised on a national and / or international basis as an expert in the area of specialty. Recognised through consideration of at least three of the following attributes: - Invitations to lead or present at national or international forums and conferences



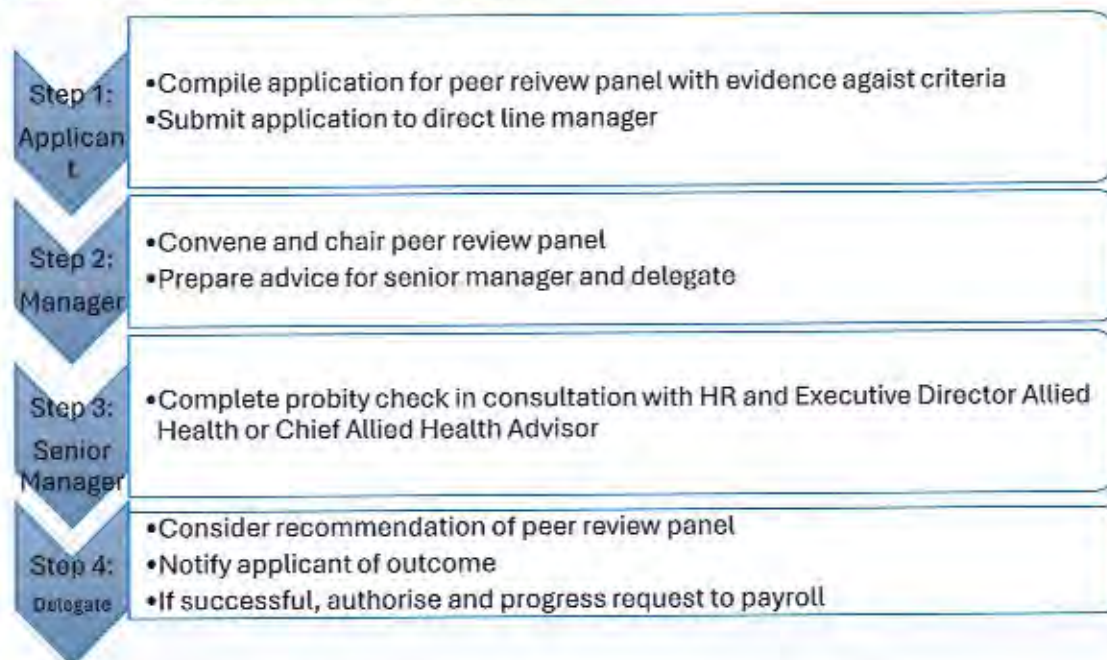
	- Participation in approved statewide working parties and consultancies - Teaching and lecturing in their specialty - Acknowledgement of expertise in legal and regulatory aspects of the specialty	- Participation in national or international working parties and consultancies - Teaching and lecturing nationally or internationally in their specialty - Acknowledgement of expertise in legal and regulatory aspects of the specialty
Research and Publication	Is actively involved in undertaking research at a statewide level; and/or Preparation and review of authoritative publications or papers to influence senior management decision making	Is actively involved in undertaking research at a national and / or international level; and/ or Preparation and review of authoritative national or international publications or papers to influence government decisions.



Application Process

Applications can be made at any time once the applicant meets the eligibility criteria. The application process is summarised in Figure 1, full details of application process are detailed in the AHP Level 5 Specialised Role Progression Guidelines.

Figure 1 AHP Level 5 Specialised Role Progression Process



Assessment process

A **Peer review panel** will be convened and chaired by the applicant's manager to review the application. The Peer Review Panel will consist of the manager and two members with the requisite skills and experience to assess the application. The peer review panel can be convened from the following sources of specialist expertise

- Internal or external health professional with comparable specialised skills in the same area of speciality (i.e. peer professional); and / or
- Internal or external health professional with related and relevant knowledge in the applicants area of specialty (i.e. medical specialist with related specialty); and / or
- A representative from a relevant professional body (i.e. professional association or college); and/or
- A union nominee with requisite qualification, experience and seniority in the applicant's discipline or related field.

The Peer Review Panel will **assess** the applicant against the AHP Level 5 Specialised Role Progression Criteria outlined above and with reference to the AHP Level 5 specialised role classification standards prescribed in



Schedule 3. The grades specified for AHP Level 5 specialised roles represent the salary range for specialised roles at this level.

The Peer Review Panel will be looking for **evidence of performance** within the current workplace, and sustained achievements on an ongoing basis. Primary examples of achievement should be from within the last 5 years. Applicants need to provide evidence of their achievements and outcomes, and these must be validated. An application must be completed in full as outlined in the AHP Level 5 Specialised Role Progression Guidelines.

The Peer Review Panel will make a **recommendation**, to the Head of Agency, or delegate, within 4 months of receiving an application.

The applicant will be notified in writing of the outcome of the process and is entitled to receive a brief written **feedback** summary from the Peer Review Panel. **Unsuccessful applicants** must wait twelve months from the date of submission of the previous application before reapplying to progress to AHP Level 5 Specialised Role Grade 3-4 and may make application to the Tasmanian Industrial Commission for a review of action under section 50 of the *State Service Act 2000*.

Successful Candidates

Successful applications will be effective from the date of receipt of application.

Successful applicants will be appointed to AHP Level 5 Specialised Role Grade 3-4 Year 1. Normal annual incremental progression to the top of AHP Level 5 Specialised Role Grade 3-4 will occur thereafter.

Successful candidates must maintain performance to the level demonstrated in their application through their annual Performance Development Agreement.



SCHEDULE 10 – AHP LEVEL 2 PERSONAL PROGRESSION PATHWAY

The AHP level 2 Personal Progression Pathway is available to employees listed in Schedule 1 and Schedule 2 of this Agreement. Applications can be made at any time subject to the employee meeting the eligibility criteria.

1. Eligibility

To be eligible for the Personal Progression Pathway an AHP must meet the following criteria:

- (i) An Allied Health Professional may, after reaching the classification AHP level 2 year 4, apply to their manager for personal progression to AHP level 3 year 3; The delegate may consider higher duties allowance experience at AHP level 3 or higher classification if an AHP level 2 employee has not yet incremented to AHP level 2 year 4.
- (ii) Be permanently appointed at the Allied Health Professional Level 2;
- (iii) The conduct and performance of the employee has been assessed as satisfactory; and
- (iv) For AHPs applying for the Personal Progression Pathway via a recruitment process for a permanent AHP Level 1-2 position, must demonstrate a level of employment experience equivalent to that of AHP Level 2 Year 4.

2. Assessment Criteria

The assessment criteria consists of two parts: mandatory and elective criteria. An application for personal progression must address the following two mandatory criteria:

- M1 Consistent high-level performance with demonstrated capability to undertake complex clinical/professional work, or complex scientific/regulatory work, in one or more areas of practice/modalities relevant to the allied health profession, with considerable independence and limited supervision and direction.
- M2 Demonstrated clinical/professional leadership skills as evidenced by capability to supervise and mentor lower classified staff and students and coordinate activities that could be related to education and training, research, quality improvement, projects, policy and/or regulatory functions.

An application for personal progression must also address at least two of the following elective criteria:



- E1 Satisfactory completion of a relevant Graduate Certificate (or higher post graduate qualification). Post graduate qualifications must be an additional post graduate qualification and cannot be an employee's entry to practice qualification (including honours degrees, graduate entry masters or professional doctorates).
- E2 Satisfactory completion of a relevant formal post-entry level education and training program that is recognised by the profession or industry (i.e. fellowship, certification process or other credential). This must be in addition to an employee's entry to practice qualification and/or professional accreditation or regulation requirements.
- E3 Recognition as a resource person within the team, function and/or program as evidenced by contribution to developing the knowledge base of others through the development of resources to support practice (i.e. policies, procedures, practice guidelines etc) and informal/internal professional development/training activities, in service presentations etc.
- E4 Recognition as a resource person in service delivery, liaison and education for external clients as evidenced by contributions to the training of and dissemination of information to these clients regarding policies, procedures and complex information.
- E5 Demonstrated contribution to the profession, department or service, at an Agency state or national level, such as through active involvement in professional association(s), working parties, committees, boards and/or conference convening.

3. Assessment

- 3.1 On receipt of an application, a panel, consisting of the manager and an AHP level 3 (or higher), will assess the application and make a recommendation to the delegate. The AHP level 3 panel member may be from the same or a related profession and may be external to the Agency.
- 3.2 The manager must obtain at least one referee report in relation to the employee's application. If the application refers to evidence outside the workplace (i.e. activities associated with a professional association), a second external referee report should be obtained.
- 3.3 Where an Allied Health Professional demonstrates they meet the mandatory and elective criteria, they will receive a personal classification as an AHP level 3 and commence on AHP level 3 year 2 from the first full pay period commencing on or after the date the applicant submitted their finalised application to their manager. This date will become the applicant's anniversary date for salary increments.
- 3.4 Successful applicants will receive a personal classification to AHP level 3 and will be provided with an AHP level 3 Statement of Duties to ensure transparency regarding expectations of performance and responsibilities.



- 3.5 Performance and Development Agreements will be undertaken in the context of the individuals AHP level 3 Statement of Duties.
- 3.6 Where an Allied Health Professional is assessed as not meeting the mandatory and/or elective criteria the manager is to provide feedback on the application and the reasons for the decision. Note that operational budgetary constraints are not a reason for not approving an application for AHP Level 2 progression pathway.
- 4. Personal Progression on Appointment
 - 4.1 The AHP Level 2 Personal Progression Pathway may apply when an AHP1-2 position is recruited to on a permanent basis, provided that the selection process has assessed the candidate's performance and capability against the AHP Level 2 personal progression criteria as part of the recruitment process and this is appropriately documented in the selection report.
 - 4.2 Supplementary information and documentation as part of the application and selection process will be required to ensure that application of the AHP Level 2 personal progression pathway via a recruitment process is undertaken at the same level as required by existing employees.



SCHEDULE 11 – SPECIAL ARRANGEMENTS FOR DECYP IN CHILD SAFETY SERVICES AND YOUTH JUSTICE OPERATIONS

1. Employees employed after 21 February 2024 within the Child Safety Services and Youth Justice Operations may be employed within the scope of this Agreement if they meet the requirements of schedule 3 of this Agreement:
 - (a) They have completed an AQF level 7 qualification (or higher) approved by the professional body responsible for accrediting programs of study for the profession in Australia and eligibility for membership, or full membership with, the professional association, is required;
2. Employees employed after 21 February 2024 within the Child Safety Services and Youth Justice Operations who do not meet the requirements of Schedule 3 of this Agreement, may be employed within the scope of this Agreement if:
 - (a) They have completed an AQF level 7 qualification (Bachelor Degree) in a discipline considered relevant to the work that is not an Allied Health Profession, and they have relevant experience; or
 - (b) They have completed an AQF level 5 or 6 (Associate Degree, Advanced Diploma or Diploma) in a discipline considered relevant to the work, and they have relevant experience.
3. 'Relevant experience' means case management/casework practice within a child safety or similar context or experience within the broader human/family services sector in particular child/maternal health, mental health, drug and alcohol, community health or youth health.
4. Employees in categories 2(a) and 2(b) above, employed after the date of the order for the variation of this Agreement, are entitled to all the same terms and conditions of this Agreement as employees in category 1(a) of this schedule.
5. An existing employee who is classified under this Agreement within the Child Safety Services and Youth Justice Operations and employed as at the 21 February 2024 will maintain and have access to all provisions in this Agreement, regardless of whether or not those employees meet the qualification requirements outlined in Schedule 3 of this Agreement.
6. Appointment Salaries and Recognition of Relevant Experience
 Subject to Clause 29.2 of this Agreement, the minimum salary on appointment for Allied Health Professionals, is as follows:
 - (a) Plus 3 years relevant experience is Level 1 Year 6



- (b) Plus 5 years relevant experience is Level 2 Year 2
- (c) Plus 8 years relevant experience is Level 2 Year 6

7. Youth Justice Professionals

An existing employee who is classified under this Agreement within the Youth Justice Portfolio as a Youth Justice Professional and employed as at the date of the order for the variation of this Agreement will maintain and have access to all provisions in this Agreement, regardless of whether or not those employees meet the qualification requirements outlined in Schedule 3 of this Agreement.



SCHEDULE 12 – PERFUSIONISTS

Preamble

The Perfusion Classification Standards apply to Perfusionists as listed under Schedule 1 of this Agreement.

All Perfusionists must complete a tertiary entry to practice qualification that meets the entry requirements for the Australian and New Zealand College of Perfusionists (ANZCP) accredited training program, or equivalent qualification accepted by ANZCP. Additional post graduate training is undertaken as part of the accredited training program.

The Perfusion Classification Standards determine the classification grade for Perfusionists employed in the Department of Health. The Perfusionist Classification Standards align to the Perfusionist career structure and are based around seven job components, each containing several classification standards (descriptors).

- **Focus:** the primary purpose of the work
- **Context and Framework:** the operating environment and decision-making framework
- **Knowledge, Skills and Expertise:** includes qualifications and experience
- **Interpersonal Skills:** oral and written communication skills and the ability to lead people and manage relationships.
- **Judgement:** critical thinking, problem solving and decision-making requirements
- **Influence:** the impact of the work
- **Leadership, Accountability and Responsibility:** the principal responsibilities of the work

The Perfusion Classification Standards provide an objective guide to assess statements of duties against and determine classification grades. Positions are classified according to assessment against the domains, not just by position title.

A 'best fit' approach applies to classifying Perfusionist roles against the Perfusionist Classification Standards. The job components have equal weight or effect and no classification standards (descriptors) within a job component has more importance than another. Some classification standards (descriptors), however, are more relevant in describing different types of work than others and therefore will have more influence in classifying that work. Naturally, not every classification standard (descriptor) applies to any individual job. The Perfusion Classification Standards are appropriately used when domains and the overall theme or "feel" of a particular classification grade provides the "best fit" to an employee's duties. In using the Perfusion Classification Standards, it is important to consider organisational



arrangements, such as the reporting relationships above and below specifically assigned duties.

The Perfusion Classification Standards will be reviewed when the Agreement is renegotiated, generally every three years, to ensure that they remain contemporary.

Definitions

The following terms and definitions are provided to support interpretation of the classification descriptors. Certain terms may be combined to describe expectations at different Grades i.e. 'complex' and 'clinical/professional work' or 'limited' and 'clinical/professional supervision'.

Term	Definition
Accreditation	Accreditation is a recognised evaluation process to assess quality and safety. In these classification standards (descriptors), the term may refer to accreditation in the context of education and training programs and/or profession specific requirements to practice, and/or accreditation of facilities and/or services against various national standards.
Accredited training program	Means the ANZCP accredited training program
Advanced	A very high level of competency, skill and expertise gained through extensive experience, continuing professional development and/or post graduate education and training.
ANZCP	means the Australian and New Zealand College of Perfusionists.
Broad supervision and direction	Means an employee possesses advanced knowledge, skills, and expertise, and is considered highly competent in their profession, exercises advanced professional judgement and requires little guidance. An employee receives instruction in the form of broadly stated objectives. They have a delegated level of authority and discretion to plan and otherwise achieve results and are expected to plan and complete work independently, can suggest and initiate improvements and can deal competently with highly complex matters.
Certified Clinical Perfusionist	Means a clinical perfusionist certified by the ANZCP.
Close supervision and direction	Requires that the supervisor be readily available for direct supervision on an agreed frequent basis and closely supervises the work, providing clear, detailed, and specific instructions. The perfusionist works as directed and consults with the supervisor as needed on all matters not covered in the original instruction.



Complex	Complicated, involved, intricate and involving many different influences. Complex perfusion work denotes work in which the range of options is imprecise, requires high-level application of general principles, and may require some adaptation of accepted practices and procedures. The work commonly involves elements or interrelationships between tasks. Complexity may also refer to the level of organisational/environmental complexity and/or intersection with colleagues and stakeholders. The extensions of complex are 'highly complex' and 'exceptionally complex.'
Competent	Achieving an agreed level of capability that allows adequate performance at a given classification grade.
Corporate impact	Means a measure of the effect of decisions made or advice required in a position on Agency policies and operations and the achievement of objectives. Corporate impact is direct in the case of decisions taken, e.g., in determining policy or committing resources or indirect where advice or recommendations are involved. The effect of advice or recommendations is a measure of the influence of the advice and recommendations upon the decision-maker and the consequences for the organisation of the decision made. Recommendations of a highly technical or specialised nature, for example may influence the work of a major function or area of the Agency's operations or have an effect beyond the Agency.
Critical	May be used in the sense commonly accepted in relation to critical issues or critical decision making. Critical work requires independent professional judgement and judicious evaluation to inform decision making and where the effects of decision-making impact the work area and outcomes for the perfusion team and/or cardiothoracic service.
Demonstrates	An appointee to a role exhibits a given characteristic required of the role in either an easily observable or readily quantifiable way.
Expert	Means extraordinary proficiency and connotes high level knowledge, skill and expertise in the given profession and/or sub-specialty gained through extensive experience and post-graduate education and training.
Generalist	A perfusionist who works to their full scope of practice.
Governance	Governance encompasses the system by which an organisation is controlled and operates, and the mechanisms by which it, and its



	people, are held to account. Ethics, risk management, compliance and administration are all elements of governance. Includes corporate governance, professional governance, and clinical governance. <i>Corporate governance</i> refers to the framework of rules, relationships, systems, and processes within and by which authority is exercised and controlled in organisations. <i>Professional governance</i> pertains to a specific profession and includes the roles and responsibilities that are attributed to maintaining and being accountable for professional standards and quality. Elements of professional governance may include but are not limited to; (f) Profession-specific supervision framework; (g) Competency assessment and review; (h) Performance and development; (i) Professional development and training; and (j) Clinical audit processes <i>Clinical governance</i> is the set of relationships and responsibilities established by a health service organisation between its state or territory department of health (for the public sector), governing body, executive, clinicians, patients, consumers, and other stakeholders to ensure good clinical outcomes. This includes activities at the individual and professional Grade and may include but are not limited to; (d) Endorsement (clear standards e.g., credentialing, competency assessment). (e) Development (e.g., professional support); and (f) Monitoring/reporting processes (e.g., registration checks, clinical audit)
Guidance	Informal professional advice about what to do and how to do it and given without close supervision.
Knowledge	The knowledge of perfusion principles, techniques and skills obtained from completing a tertiary entry to practice qualification, as well as through the ANZCP accredited training program, practical experience, continuing professional development and/or other post entry level tertiary education and training. The term is further defined at different classification grades by terms such as 'advanced' and 'expert.'
Leadership	Leadership is the capacity to guide the development of individuals, teams, services, functions, and/or programs, especially as related to influencing strategic direction and the setting of standards of practice.



	The term is further defined at different classification grades by terms such as 'advanced' and 'expert.'
Limited supervision and direction	Means that an occupant possesses proficient knowledge, skills and expertise and demonstrate proficiency as a perfusionist, exercise initiative and judgement, require limited guidance and are expected to plan and complete work with considerable independence. Supervision is provided on an agreed basis and or as required for novel, complex or critical situations for which there are no documented precedents. Work may be subject to progress checks but where these checks are made, they are usually confined to ensuring that in general terms, satisfactory progress is being made. In a small number of cases, where the work is novel or critical, checks may include an assessment of the integrity of tasks/activities as they are completed.
Managerial responsibilities	Includes responsibilities related to the management of the perfusion team including but not limited to accountability for human, financial and information resources, and assets under the control of the position. Managerial responsibilities also include implementation of strategies and processes, achievement of objectives and to ensure that professional standards and governance arrangements are complied with.
Mentoring	Informal professional development activity designed to enhance the knowledge, skills, and abilities of others by actions such as role modelling, advocacy, and support to other perfusionists.
Multi-disciplinary	The combination of several health professions. This could include different professions e.g., cardiothoracic surgeon, anaesthetist, nurse etc. as well as administrative staff.
Novel	Encompasses work requiring a degree of creativity, originality, ingenuity, and initiative, and of a type of work not normally undertaken. The term may refer to the introduction of a new technology or process used elsewhere.
Operational management	Relates to roles and responsibilities that support the day-to-day management of the perfusion team including recruitment, service planning and development, staff management, service reporting budget management etc. It may or may not include human resource, financial and/or information management delegations.
Overseas trained perfusionist	Means an overseas trained perfusionist, being someone who trained outside of Australia or New Zealand and is eligible for, or working towards, certification with the ANZCP



Professional judgement	Critical thinking, problem solving and decision-making requirements in the context of professional (perfusionist) knowledge, skills, and expertise.
Proficient	A high level of competency and skill gained through experience and advancing the employee's level of professional knowledge. This may be achieved through continuing professional development and/or post graduate education and training.
Program	A program may stand alone or be located within a function. Typically involves related professions within a function of an Agency or related professions that range across functional areas. May have a defined life span and/or includes a project.
Quality assurance	A program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. May be a regulatory and/or accreditation requirement.
Perfusion work	Refers to the type of work within the remit of a perfusionist. Further guidance may be drawn from the ANZCP College Documents including but not limited to ANZCP Standards and Guidelines, ANZCP Code of Ethical Standards and Professional Conduct, ANZCP Competency Standards, ANZCP Scope of Practice, ANZCP Training Accreditation Guidelines and ANZCP continuing professional development program. The term is further defined at different classification grades by terms such as 'routine,' 'novel,' 'complex,' 'critical,' 'highly complex,' 'exceptionally complex' or 'specialised.'
Reference point	Responsibility of a role to provide advice, guidance, and support.
Routine	Refers to the type of tasks and duties that align with the threshold professional capabilities/competencies relevant to perfusionists and/or other conventional established practices, methods, and professional standards.
Routine supervision and direction	Means that an employee has good position knowledge, skills and abilities and can deal with most routine tasks/duties. Instruction is provided regarding what is required, including the method of approach and any unusual or difficult features, except where they are familiar with the work. Normally, the immediate supervisor provides the instruction. Routine supervision requires that the supervisor be available for direct supervision on an agreed and regular basis, with additional supervision provided as required or as requested, particularly where



	guidance is sought for more complex matters, but in general the employee can perform their duties without close supervision.
Specialised	Means the combination of expert level knowledge, skills and experience within a given profession that is obtained through post-graduate education and training, experience and continuing professional development, and may include. (a) specialised area of practice within a profession and/or (b) specialised methods, procedures, and/or techniques within the scope of practice of a profession
Statewide	The impact of the role that may influence services, professional groups, or clinical practice across the whole of Tasmania. Statewide is the scope of practice required of the role, not the person.
Sub-specialty	Describes a more focused scope of practice within the professional scope of practice of a perfusionist. May include where the perfusionist's work is focused on particular methods, procedures, techniques, equipment (including software). A trainee perfusionist may work in a sub-specialty area of practice. Does not determine the classification level.
Supervision and direction	Supervision relates to the ongoing development of skills and knowledge required by the perfusionist under the guidance of a more senior perfusionist. It ensures the perfusionist achieves and maintains the expected professional standards of work. The supervisor may not necessarily be the health practitioner's day-to-day manager. The level of supervision may be 'close,' 'routine,' 'limited' or broad. <i>Please Note: It is recognised that all perfusionists require supervision and support in the execution of their roles regardless of grade and that this is an expectation in relation to complying with professional standards and governance arrangements.</i>
Team	A sub-set of employees within a service.
Work area	The area in which an employee works. May be part of a team/service, function, and/or program.

Minimum Appointment Salaries

- The minimum salary on appointment for the following roles is as follows
 - Bachelor's degree (or equivalent and including honours degrees) accepted by ANZCP as meeting the minimum tertiary qualification



requirements for entry to the ANZCP accredited training program;
Perfusionist Grade 1 Year 1 (trainee).

- (vi) Certified Clinical Perfusionist; Perfusionist Grade 2 year 1.

Progression

2. A Perfusionist Grade 1 (Trainee) who provides satisfactory evidence of successful completion of the accredited training program including certification as a perfusionist by the ANZCP and inclusion on the ANZCP Register of Certified Clinical Perfusionists and who meet the requirements for the special probation period approved by the Premier under Employment Direction No 1 will be eligible for progression to Perfusionist Grade 2 Year 1. The operative date for progression will be the first full pay period commencing on or after the receipt of such evidence by the relevant Head of Perfusion.
3. A Certified Clinical Perfusionist Grade 2 may apply for Personal Progression to Senior Certified Clinical Perfusionist Grade 3. The Perfusionist Grade 2 Personal Progression Pathway will be modelled off the AHP Level 2 Personal Progression Pathway (Clause 33 and Schedule 10). The DoH will develop and implement the Perfusionist Grade 2 Personal Progression Pathway over the life of the Agreement.

Qualification Recognition

1. Employees at Perfusionist Grade 2 who obtain a relevant Graduate Diploma qualification (or equivalent) and who work in an area relevant to that qualification will be entitled to a one off advancement of two increment levels and thereafter be entitled to progress, by annual increments to the Perfusionist Grade 2 Year 6 qualified increment point (CCP Grade 2 Year 6 Q).
2. Employees at Perfusionist Grade 3 who obtain a relevant Masters qualification (or equivalent) and who work in an area relevant to that qualification will be entitled to a one off advancement of two increment levels and thereafter are entitled to progress, by annual increments, to the Perfusionist Grade 3 Year 5 qualified increment point (SCCP Grade 3 Year w).
3. For the purposes of this clause the post-graduate qualification cannot be the employee's entry to practice qualification as a certified clinical perfusionist or overseas trained perfusionist.
4. Employees who do not hold a relevant graduate diploma or a relevant Masters degree as prescribed in sub clauses 1 and 2 of this clause are not entitled to progress to increments Grade 2.6Q and Grade 3.5Q respectively.

Professional Development

Perfusionists employed under this Schedule are entitled to the Professional Development Fund (Clause 18), Professional Development Allowance (Clause 19) and Professional Development Leave (Clause 20).



Perfusionist Grade 1 (Trainee)

FOCUS
- Perfusionist Grade 1 is the trainee grade for an employee who is employed to undertake an ANZCP accredited training program. - Perfusionist Trainees undertake post graduate training as part of the accredited training program and must undertake the accredited training program within an agreed time set by the supervising perfusionist within ANZCP accredited training program guidelines. - The perfusionist trainee will receive close supervision and direction, instruction, and training from a Certified Clinical Perfusionist (Perfusionist Grade 2 or higher) and be mentored and guided to develop knowledge and understanding of the role, functions, and duties of perfusionist. - Under close supervision and direction and commensurate with progress through the accredited training program, performs routine perfusion work including quality assurance of perfusion equipment (including software); perfusion equipment calibration; perfusion equipment (including software) commissioning and testing; and clinical perfusion services.
CONTEXT AND FRAMEWORK
Operates within legislation, regulations, professional standards, national and/or international standards and operational guidelines, systems, and processes.
KNOWLEDGE, SKILLS, AND EXPERTISE
- At a minimum, meet the ANZCP accredited training program tertiary qualification entry requirements. - Through satisfactory completion of the ANZCP accredited training program, develops recognised professional knowledge, skills, and expertise in perfusion to a competent level. - Demonstrates the ability to apply established methods and procedures toward the completion of required tasks, commensurate with level of experience and progress through the accredited training program.
INTERPERSONAL SKILLS
- Works as an effective, supportive, and cooperative team member in a manner consistent with positive workplace culture. - Actively participates within the perfusion team and cardiothoracic service. - Builds and maintains effective professional relationships with colleagues and stakeholders. - Demonstrates ability to apply effective written and verbal communication skills to provide professional services and advice. - Demonstrates the ability to effectively disseminate information to stakeholders, in terms which are understandable.
JUDGEMENT
- As experience and progress through the accredited training program advances, makes decisions and solves problems with increasing independence up to and including under routine supervision and direction. - Interprets and applies relevant legislation, regulations, professional standards, national and/or international standards, established professional practices or methods and operational guidelines, systems, and processes.
INFLUENCE



▪ The work influences service delivery performance, achievement of objectives and outcomes for the perfusion team and the cardiothoracic service. ▪ Advice has minimal corporate impact and influence beyond the immediate work area. ▪ Contributes to how priorities are determined regarding routine perfusion work; management activities including governance activities, collection of statistics and other information and data; and other activities related to education, research, quality improvement, projects, policy, and/or regulation.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
▪ Accountable and responsible for provision of routine perfusion work under the supervision of a Certified Clinical Perfusionist Grade 2 (or higher). ▪ With experience, is capable of, and expected to, prioritise own workload. ▪ Manages own professional standards and regulatory requirements relating to accredited training program and ANZCP membership. ▪ Uses allocated resources appropriately. ▪ Contributes to management activities including governance activities and collection of statistics and other information or data. ▪ Participates in professional development and education as required under the accredited training program and ANZCP membership.

Perfusionist Grade 2 (Certified Clinical Perfusionist)

FOCUS
▪ Perfusionist Grade 2 is a Certified Clinical Perfusionist who has completed the ANZCP accredited training program and who is included on the ANZCP Register of Clinical Perfusionists or who is an Overseas Trained Perfusionist. ▪ A Perfusionist Grade 2 is expected to work under limited supervision and direction to undertake complex and varied perfusion work including (but not limited to) quality assurance of perfusion equipment (including software); perfusion equipment calibration; perfusion equipment (including software) commissioning and testing; and clinical perfusion services. ▪ A Perfusionist Grade 2 may also be required to ▪ Provide perfusion education to other health professionals and other key stakeholders. ▪ Undertake research to achieve the perfusion service's clinical aims. ▪ Maintain professional standards by attending and presenting at courses, conferences, and meetings. ▪ Provide supervision and training to perfusionist trainees consistent with accredited training program requirements. ▪ Undertake highly complex perfusion work under close supervision and direction.
CONTEXT AND FRAMEWORK
▪ Operates with considerable independence within established operational guidelines, systems, and processes in a challenging and demanding environment. ▪ Some interpretation of legislation, regulation, professional standards, national and/or international standards, and operational guidelines, systems and processes are required to support complex and varied perfusion work. ▪ Modifies established perfusion practices or methods within scope of practice according to professional, policy, regulatory and/or technological requirements, developments, and evidence to support complex and varied perfusion work. ▪ Applies perfusion knowledge to develop the knowledge base of perfusionist trainees and lead changes to established practices or methods within the perfusion team.



Ensures that service initiatives are integrated into practice, organisational guidelines, systems, and processes.
KNOWLEDGE, SKILLS, AND EXPERTISE
- Certification as a Clinical Perfusionist with the ANZCP or recognition as an Overseas Trained Perfusionist by the ANZCP is an essential requirement. - If the employee is an Overseas Trained Perfusionist, it is highly desirable that they are working towards certification as a Clinical Perfusionist with ANZCP. - Postgraduate qualifications in clinical perfusion (or equivalent accepted by ANZCP) are considered the entry to practice qualification and essential requirement for employment. - Demonstrates proficient perfusion knowledge, skills and expertise and professional judgement in advising and influencing higher level management and stakeholders regarding complex and varied perfusion work. - Applies proficient perfusion knowledge, skills, expertise with leadership and supervision skills to support the development of perfusion competence in perfusion trainees and acts as reference point for advice and support. - Applies proficient perfusion knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a complex and varied workload. - Demonstrates knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.
INTERPERSONAL SKILLS
- Demonstrates communication, interpersonal and leadership skills, and ability to align practice with the strategic direction and operational and business plans and contributes to a positive workplace culture. - Actively contributes to the perfusion team and cardiothoracic service. - Develops effective professional relationships with colleagues and stakeholders to inform and influence outcomes and/or encourage behaviour and other change. - Communicates complex information clearly and effectively with purpose to colleagues and stakeholders in terms which can be understood and implemented. - Demonstrates the ability to adjust communication style in response to different purposes and audiences. - Provides day to day support to perfusion trainees.
JUDGEMENT
- Exercises independent professional judgement and decision-making capability in relation to perfusion output management, handling a complex and varied workload. - Exercises initiative, flexibility, and creativity to improve outcomes for patients/clients and/or achieve outcomes for the perfusion team and cardiothoracic service. - Proficient conceptual, analytical, and reasoning skills to research, investigate and propose options regarding the implementation and delivery of complex perfusion work. - Options proposed are constrained by the existing policy and regulatory framework, budget, and resource considerations.
INFLUENCE
- The work has a direct influence on effective provision of perfusion services. - Advice has limited corporate impact and influence beyond the immediate work area. - Work that modifies established perfusion practices or methods may affect outcomes for the perfusion team.



▪ The work has limited influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery outcomes.
LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY
▪ Provides advice to supervisors and/or managers regarding perfusion service delivery matters including but not limited to design, development, and evaluation; options for prioritisation and workload/output management; perfusion equipment (including software) and technology. ▪ Supports day to day operational management through coordination and supervision of workflow/outputs for the perfusion team. ▪ Ensures efficient use of resources to deliver agreed outcomes for the perfusion team and cardiothoracic service. ▪ Undertakes, monitors, and reports on governance related activities within the perfusion team and cardiothoracic service. ▪ Undertakes, monitors, and reports on perfusion practices and outcomes within the perfusion team. ▪ Assists in identifying training needs and provides feedback in relation to the performance appraisal and development of perfusion trainees and may support the performance appraisal and development of perfusion trainees. ▪ Supports higher level management to achieve challenging and sometimes competing priorities. ▪ Represents the work area at meetings and in other forums. ▪ Provides input into strategic planning for the perfusion team and cardiothoracic service.

Perfusionist Grade 3 (Senior Certified Clinical Perfusionist)

FOCUS
▪ A Perfusionist Grade 3 is a Senior Certified Clinical Perfusionist who has significant experience as a Certified Clinical Perfusionist, or an Overseas Trained Perfusionist. ▪ A Perfusionist Grade 3 is expected to work under broad supervision and direction to undertake highly complex and varied perfusion work including (but not limited to) quality assurance of perfusion equipment (including software); perfusion equipment calibration; perfusion equipment (including software) commissioning and testing; and clinical perfusion services. ▪ A Perfusionist Grade 3 is also expected to demonstrate the ability to ▪ Determine professional objectives and priorities. ▪ Lead research and developmental tasks. ▪ Lead education and in-service training to other health professionals. ▪ Operate as a specialist in support therapies where the requirements are highly complex and of critical importance to the work unit, state or at a national Grade including but not limited to ECMO (extracorporeal membrane oxygenation) and/or VADS (ventricular assist devices) and/or IABP (intra-aortic balloon pump) ▪ Establish and maintain clinical perfusion guidelines and protocols. ▪ Work in highly complex, non-routine situations that may call for the application of advanced problem-solving abilities and may require the application of multidisciplinary skills/knowledge and which may also require novel or innovative methods. ▪ Provide a highly specialised consultancy perfusion service working collaboratively with other health professionals.



- Coordination and communication with other health professionals, including biomedical engineers, and with suppliers to maintain perfusion services and optimize patient outcomes.
- Interhospital and/or interstate organ / patient retrieval.
- A Perfusionist Grade 3 will have supervisory responsibilities for perfusion trainees and may have and operational management responsibilities for Perfusion Grade 1s and Grade 2s and provide overall supervision of all work undertaken.

CONTEXT AND FRAMEWORK

- Operates independently within established operational guidelines, systems, and processes in a highly challenging and demanding environment.
- Considerable interpretation of legislation, regulation, professional standards, national and/or international standards, and operational guidelines, systems and processes are required to support highly complex and varied perfusion work.
- Constant adaptation and modification of established perfusion practices or methods and/or trialling of novel practices or methods is required to address highly complex and varied perfusion work. Adaptation or modification must remain within scope of practice and according to professional, policy, regulatory and/or technological requirements, developments, and evidence.
- Applies advanced perfusion knowledge to develop the knowledge base of less experienced perfusionists and other related health professionals, and lead changes to established perfusion practices or methods within the perfusion service.
- Fulfills a coordination role to ensure that service initiatives are integrated into perfusion practice, organisational guidelines, systems, and processes.

KNOWLEDGE, SKILLS, AND EXPERTISE

- Certification as a Clinical Perfusionist with the ANZCP or recognition as an Overseas Trained Perfusionist by the ANZCP is an essential requirement.
- If the employee is an Overseas Trained Perfusionist, it is highly desirable that they are working towards certification as a Clinical Perfusionist with ANZCP.
- Postgraduate qualifications in clinical perfusion (or equivalent accepted by ANZCP) are considered the entry to practice qualification and essential requirement for employment.
- At least 5 years as a Certified Clinical Perfusionist (or equivalent for an Overseas Trained Perfusionists) is highly desirable.
- Demonstrates advanced perfusion knowledge, skills and expertise and advanced professional judgement in advising and influencing higher level management and stakeholders regarding highly complex and varied perfusion work.
- Demonstrates advanced knowledge, skills, and expertise in highly complex, contemporary, perfusion practice standards, in one or more areas of practice/modalities. Area of practice may be generalist and/or a defined sub-specialty including but not limited to ECMO, VADS and/or IABP.
- Applies advanced perfusion knowledge, skills, expertise with leadership and supervision skills to build perfusion competence in perfusion trainees and perfusion Grade 2s and acts as the reference point for advice and support regarding highly complex perfusion work.
- Applies advanced knowledge, skills and expertise that facilitate novel and/or critical decisions and continuous quality improvement in a highly complex and varied workload.
- Demonstrates advanced knowledge, skills and expertise regarding education and training, research, quality improvement, project management, policy development and regulatory matters.



INTERPERSONAL SKILLS

- Demonstrates advanced communication, interpersonal, negotiation, conflict management and leadership skills to align the perfusion team with the strategic direction and operational and business plans and actively builds and influence a positive workplace culture.
- Leads and motivates others to develop knowledge, skills, and expertise and to work collaboratively as a team, where there are sometimes competing priorities.
- Communicates highly complex information applicable to strategic direction and changing workplace practices to colleagues and stakeholders in terms which can be understood and implemented.
- Develops and maintains productive relationships with peers and stakeholders with similar levels of skill and experience in related teams and/or professions to share ideas and to resolve problems.

JUDGEMENT

- Exercises advanced professional judgement and decision-making capability in relation to highly complex perfusion output management and to improve and influence perfusion competence in others through the provision of professional supervision and advocacy.
- Demonstrates innovation and adaptability to identify, implement and evaluate solutions to highly complex problems impacting the perfusion team and cardiothoracic service.
- Advanced conceptual, analytical, and reasoning skills to research, investigate and propose recommendations regarding the implementation, delivery, and evaluation of highly complex perfusion work.
- Options recommended are constrained by the existing policy and regulatory frameworks, budget, and resource considerations, but will require the adaptation and modification of established perfusion practices or methods and/or trialing of novel practices or methods and may require the development of new operational guidelines, systems, and processes, which may significantly alter outcomes.

INFLUENCE

- The work significantly influences the effective and efficient operation of perfusion services.
- Has moderate corporate impact and influence beyond the immediate work area.
- Advice provided results in the adaptation and modification of established practices or methods and/or trialing of novel practices or methods and may require the development of new operational guidelines, systems, and processes.
- The nature of the response required to address emerging evidence and changes in practice will alter the way work is performed within the team and will affect outcomes for the team.
- The work has moderate influence on the implementation of Government and/or Agency policy, and achievement of related objectives, through service delivery outcomes.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

- Accountable and responsible for provision of advanced perfusion work of a highly complex and varied nature, with moderate scope.
- Provides advice to senior management, colleagues and other relevant stakeholders regarding highly complex standards and development of perfusion services.
- Responsible for the optimal use of resources to deliver perfusion services and achieve agreed outcomes.



- Leads change through service-wide governance related activities and the development of competence in others, through the independent application of advanced expertise to improve practices.
- Provide leadership within the team. Has a leadership role within the team that supports higher level management to achieve challenging and sometimes competing priorities.
- Responsible for the day-to-day operational management of perfusionists within the team, including responsibility for quality assurance, quality management, performance appraisal and other operational issues, across one or more sites.
- Contributes to strategic planning for the perfusion team and cardiothoracic service.

Perfusionist Grade 4 (Head of Clinical Perfusion Service)

FOCUS

- A Perfusionist Grade 4 is a Head of a Clinical Perfusion Service. Some staff under the control of the position may operate across several sites.
- Given the small size of perfusion teams in Tasmania, a Perfusionist Grade 4 is also expected to undertake perfusion work to a standard commensurate with Perfusionist Grade 3. As such, assessment against the job components for Perfusionist Grade 3 may be considered as part of the statement of duties assessment process. However, consistent with the principle of 'best fit' a Perfusionist Grade 4 role must align with the job components for Perfusionist Grade 4 to be classified at this Grade.
- Sets the overall strategic direction that guides operational and business planning for the perfusion team under their control.
- Has overall governance responsibilities for the perfusion team under their control.

CONTEXT AND FRAMEWORK

- Operate with considerable autonomy and minimal direction within the service to lead the perfusion team under their control.
- Government and/or Agency objectives and policy govern positions classified at this grade. Considerable innovation and interpretation are required where precedents and policy are limited.
- Works collaboratively with the cardiothoracic service leadership team and leads priorities and strategies, including achievement of milestones, for the perfusion team under their control and the cardiothoracic service more broadly.

KNOWLEDGE, SKILLS, AND EXPERTISE

- A Grade 4 Head of Clinical Perfusion Service must be a Certified Clinical Perfusionist, unless the delegate approves an equivalent qualification or certification.
- Postgraduate qualifications in clinical perfusion (or equivalent accepted by ANZCP) are considered the entry to practice qualification and essential requirement for employment.
- At least 10 years practical experience as a Certified Clinical Perfusionist (or equivalent) is highly desirable.
- Requires strategic leadership and management expertise obtained through extensive prior experience in leadership and management roles.
- Applies expert professional knowledge, skill, and expertise in a strategic capacity over the perfusion team under their control.
- Advocates for and influences operational decisions within the Agency, using expert negotiation and conflict management skills with internal and external stakeholders, particularly in response to complex issues in situations of differing interests.

INTERPERSONAL SKILLS



- Responsible for leading and establishing positive workplace culture across the perfusion team under their control.
- Manages staff and stakeholders to achieve Government and/or Agency objectives where there are multiple competing priorities.
- Builds and maintains effective relationships with a diverse range of stakeholders; nurtures internal and external relationships; facilitates cooperation and partnerships and values differences and diversity in a highly challenging, complex, and sensitive environment.
- Engages and collaborates with internal and external stakeholders to identify strategic opportunities and resolve complex and significant operational issues that have highly significant corporate impact within the Agency, and which may impact external stakeholders.
- Works constructively as a member of the cardiothoracic service.

JUDGEMENT

- Exercises expert professional judgement in a strategic capacity over the perfusion team under their control.
- Demonstrates the ability to understand the political, social, and operational environment to identify complex and significant operational issues and make recommendations on strategies and approaches to remediate complex and significant operational issues.
- Recommendations may require the development of novel strategies and approaches, and the outcomes achieved have highly significant corporate impact and influence within the Agency and may impact and influence external stakeholders.

INFLUENCE

- The work has highly significant influence on the achievement of Government and/or Agency objectives.
- The work has highly significant corporate impact and influence within the Agency.
- Provides high-level advice and recommendations directly to executive management regarding the perfusion team under their control.
- Alternative sources of advice are very limited within the Agency.

LEADERSHIP, ACCOUNTABILITY AND RESPONSIBILITY

- Accountable and responsible for senior leadership and strategic direction for the perfusion team, including the development and implementation of important strategic corporate initiatives in response to emerging challenges and which may include complex and/or specialised service delivery models.
- Accountable and responsible for providing senior leadership and for setting clear performance expectations; performance management and development of staff; and supporting staff to maintain focus and productivity.
- Accountable and responsible for the administration, direction and control of human, physical and financial resources under the control of the position, including meeting specified financial, quality, and other key performance indicators.
- Sets, implements, and reports on strategic direction for the perfusion team.
- Leads governance related activities across the perfusion team.



Perfusionist Career Structure and Salary Table

Current AHP Classification	New Perfusionist Classification Structure	Salary effective ffppcoa 1 Dec 2024	New base salary effective ffppcoa 1 December 2025*	3% increase effective ffppcoa 1 Dec 2026	2.75% increase effective ffppcoa 1 Sep 2027
AHP1-3	Grade 1 Year 1	\$77,737	\$104,090	\$107,212	\$110,161
AHP1-4	Grade 1 Year 2	\$80,351	\$107,590	\$110,817	\$113,865
AHP1-5	Grade 1 Year 3	\$84,835	\$113,595	\$117,002	\$120,220
Progression Pathway					
AHP3-2	Grade 2 Year 1	\$110,425	\$147,860	\$152,295	\$156,484
AHP3-3	Grade 2 Year 2	\$111,756	\$149,641	\$154,131	\$158,369
AHP3-4	Grade 2 Year 3	\$115,151	\$154,187	\$158,812	\$163,180
AHP3-5	Grade 2 Year 4	\$119,290	\$159,729	\$164,521	\$169,046
AHP3.5 Qual	Grade 2 Year 5	\$121,907	\$163,233	\$168,130	\$172,754
	Grade 2 Year 6Q	New	\$165,657	\$170,627	\$175,319
Progression or Promotion					
AHP4-2		\$123,717			
AHP4-3	Grade 3 Year 1	\$126,703	\$170,994	\$176,124	\$180,968
AHP4-4	Grade 3 Year 2	\$130,900	\$175,275	\$180,533	\$185,498
AHP4-4 Qual	Grade 3 Year 3	\$134,336	\$179,876	\$185,272	\$190,367
	Grade 3 Year 4	New	\$186,129	\$191,713	\$196,985
	Grade 3 Year 5Q	New	\$189,219	\$194,896	\$200,255
Promotion					
AHP5-G4-Y1	Grade 4 Year 1	\$158,635	\$212,413	\$218,785	\$224,802
AHP5-G4-Y2	Grade 4 Year 2	\$160,625	\$219,197	\$225,773	\$231,982

* current market allowance to cease from ffppcoa 1 December 2025, and be rolled into base salary effective from this date

