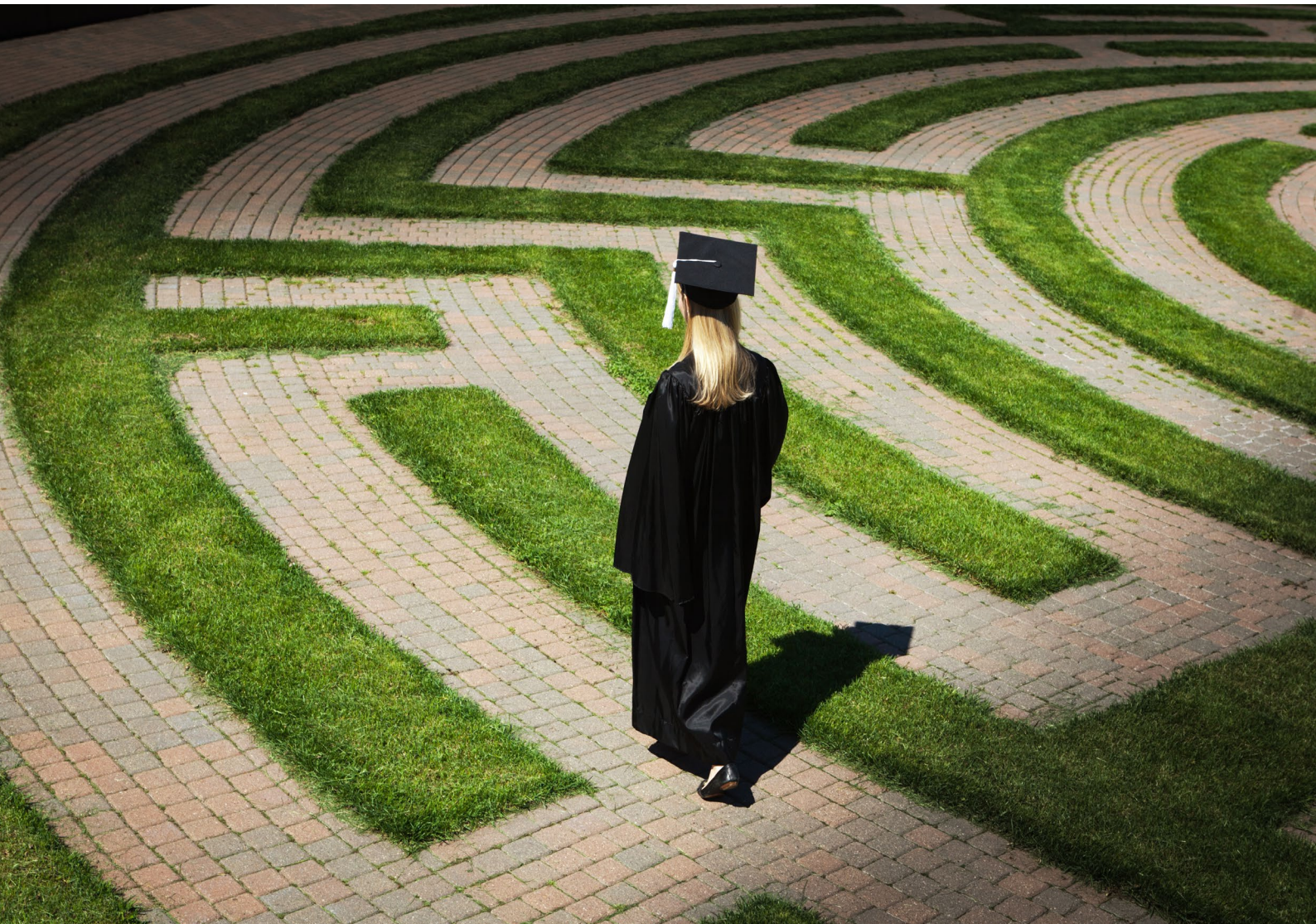


NSW Health

Allied Health Graduate Workforce Pipeline Report



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The NSW Ministry of Health acknowledges the traditional custodians of the lands across NSW. We acknowledge that we live and work on Aboriginal lands. We pay our respects to Elders past and present and to all Aboriginal people.

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Disclaimer: The purpose of this report is to outline the approach, drivers and opportunities to strengthen the NSW Health allied health graduate workforce pipeline as identified in the literature and by key stakeholders. It is intended that the recommendations within be considered within LHD/SHNs context for local uptake, customisation and implementation.

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Executive summary

This report provides a comprehensive summary of the valuable insights and opportunities we have gathered through the evidence-based research approach, which aims to address the project problem statement: “Improve the Allied Health (AH) Graduate Pipeline into NSW Health”. The problem statement was explored with consideration given to the rural-regional context, virtual care considerations, workforce representation (e.g. persons with a disability), workforce models (e.g. multidisciplinary teams) and the AH Aboriginal workforce. Key drivers of this project were; The NSW Health Workforce Plan 2022-2032 (Priority 4.3 and 4.4) and The Allied Health Workforce Macro-Trends Report (3.1 and 3.2).

The evidenced-based research approach began with a literature review, exploring a macro-level perspective, considering various industries, local and global contexts. Through this research, we identified a wide range of emerging themes related to the project problem statement. Building on this external research and through extensive stakeholder engagement activities and data analysis, valuable insights were gained from a diverse range of perspectives. The stakeholders included; AH students and new graduates, Directors of AH, Advisory Chairs, HETI, TAFE, Universities, Private Practitioners, AH Educators, State Partners, Chief Allied Health Officer, Indigenous Allied Health Australia and MoH workforce team.

The overarching objective of this project was to explore the problem statement through research, data analysis and stakeholder engagement, to identify the opportunities for the Ministry of Health (MoH) and NSW Health (i.e. Local Health Districts and Speciality Health Networks) and to improve the graduate pipeline into NSW Health.

Subsequently, this report will be used to assist the MoH, Local Health Districts (LHDs) and Specialty Health Networks (SHNs) to identify AH workforce initiatives at a state and local level that will support an improved graduate pipeline into NSW Health.

The culmination of external research and stakeholder engagement efforts have identified several opportunities for consideration and implementation. These opportunities have been further illustrated in this report through the narrative of the Allied Health Professional (AHP) Career Journey and AH Student Journey, providing valuable insights for practical application by the MoH, LHDs and SHNs.

Due to the complexity and scale of the AH workforce at NSW Health, we have conducted a labour market analysis to identify those occupations in high market demand, both now and across the next 5 years. The labour market analysis included within this report, supports the identification of those AH occupations that may benefit from a NSW Health-wide approach to mitigating current and forecast future labour market shortages.

Key themes and opportunities

Both the research and stakeholder engagement has indicated that a positive **student pre-employment and graduate employment experience** is critical to improving the NSW Health graduate pipeline. The stakeholder engagement sessions highlighted several consistent themes and opportunities to improve the NSW Health AH graduate pipeline.

Opportunity themes have been depicted in Figure 1 and outlined below:

Define and standardise student placement ratios and models across LHDs/SHNs.



Improve the attraction, recruitment, and onboarding policies, processes and agreements (including Student Placement Agreement (SPA)) for AH graduate and new entrant roles across NSW Health. This includes reducing the time taken to recruit and onboard graduates and formal graduate programs.



Work collaboratively with the education sector to define and develop a core and common capabilities baseline/standard for AHPs.



Establish a process to support accessible and inclusive placement opportunities for students, particularly relevant for students with caring responsibilities.



Increase visibility of NSW Health as an AH employer in the graduate market through contemporary marketing approaches.**



Develop and increase the number of AH new graduate positions and programs across all LHD/SHNs for multiple professions.



Improve the consistency and quality of supervision and culture provided during placements and employment.



Ensure the placement experience is positive and supportive of students and graduates considering a career with NSW Health.



Consider ongoing professional development opportunities to support attraction, and retention of the AH clinician in a competitive AH recruitment market.



Increase awareness and visibility of the NSW Health AH graduate experience amongst future potential employees, such as high school students.



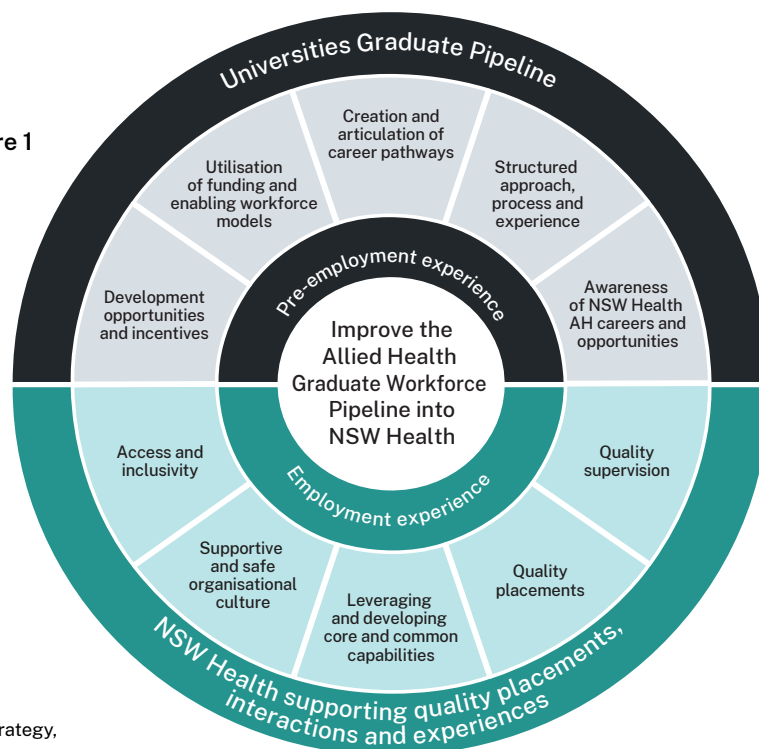
Share personal experiences and digital content of current NSW Health AHPs, including from diversity groups, that promote the safe and inclusive workplace culture.



Opportunity identified for NSW MoH and/or LHD/SHNs to address

- NSW MoH
- Universities
- HETI
- LHD/SHN*
- Advisory Groups
- MAWDs
- People and Culture

Figure 1



* Led by Directors of Allied Health

** Requiring involvement of LHD/SHN Strategy, Communications and Media

Key themes and opportunities (continued)

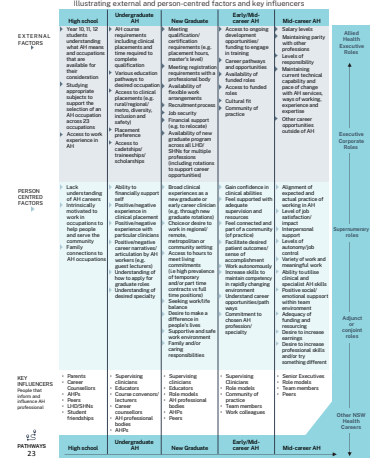
Unlocking the NSW Health Allied Health Professional Career and Student Journey

The Allied Health Professional Career Journey Map

This report depicts an AHP Journey Map representing where known pressures and key influencers (who can help or hinder progression) appear across the AHP career journey. These pressures and influencers can vary based on an individual's AH occupation, location (i.e. Rural Regional versus Metro) and background (for example, Aboriginal or Torres Strait Islander, Non-English-Speaking Background, people with health conditions or impairments, LGBTQIA+ community).

The “pressures” and “influencers” (with some more significant for diverse workforce groups) are key opportunities for NSW Health to address and have informed the final recommendations. Examples of pressures and influencers that may increase or decrease for diverse groups include inclusive, supportive and culturally safe placement and graduate opportunities, with the ability to provide location preferences for individuals with a disability, community and/or caring responsibilities. These “pressures” and “influencers” provide significant opportunities for NSW Health to improve the graduate and career pathways for students.

Allied Health Professional Career Journey Map



A key opportunity exists to clearly articulate and communicate a shared understanding of the “Allied Health Professions”, the occupations it encompasses, and NSW Health career pathways within AH and beyond. Importantly, illustrating the AH Graduate Employee Value Proposition (EVP) and more specifically, a positive, safe and inclusive graduate pre-employment and employment experience should be a priority.

The Allied Health Student Journey

Stakeholder engagement, particularly focus groups engaging with students and graduates, highlighted a number of high impact interactions and factors that will impact NSW Health’s ability to attract students and retain graduates at a state and local level. These are explored in detail within this report, and are pivotal to unlocking practical and impactful steps that will help to address the project problem statement; Improve the graduate pipeline into NSW Health.

Key opportunities to improve the Graduate Pipeline through the Allied Health Student Journey

- ✓ **Improve the awareness** of NSW Health AH jobs, opportunities and careers (starting at high schools and while at university)
- ✓ Create **placement accessibility**, particularly for those with caring and community responsibilities and those persons with a disability
- ✓ Collaborate with universities to support **placement preferences**
- ✓ Ensure NSW Health meets AH occupation specific **registration requirements (e.g. necessary supervision qualifications)**
- ✓ Improve the **recruitment navigation experience and modernise the application process**
- ✓ Ensure a **positive placement experience** with NSW Health
- ✓ **Establish graduate and new entrant programs** and clear job offer timing and expectations (i.e. graduate positions advertised in October/November)
- ✓ **Improve and create common standards for AH graduate recruitment** (including graduate programs) and onboarding
- ✓ Ensure a **positive employment experience, supportive and inclusive workplace**

Navigating this report

Context

The Allied Health (AH) Graduate Pipeline project (“the project”) examined the problem statement; “Improve the AH graduate pipeline into NSW Health”. The problem statement was explored with consideration given to the rural-regional context, virtual care, workforce representation (e.g. persons with a disability), workforce models (e.g. multi-disciplinary teams) and the AH Aboriginal workforce.

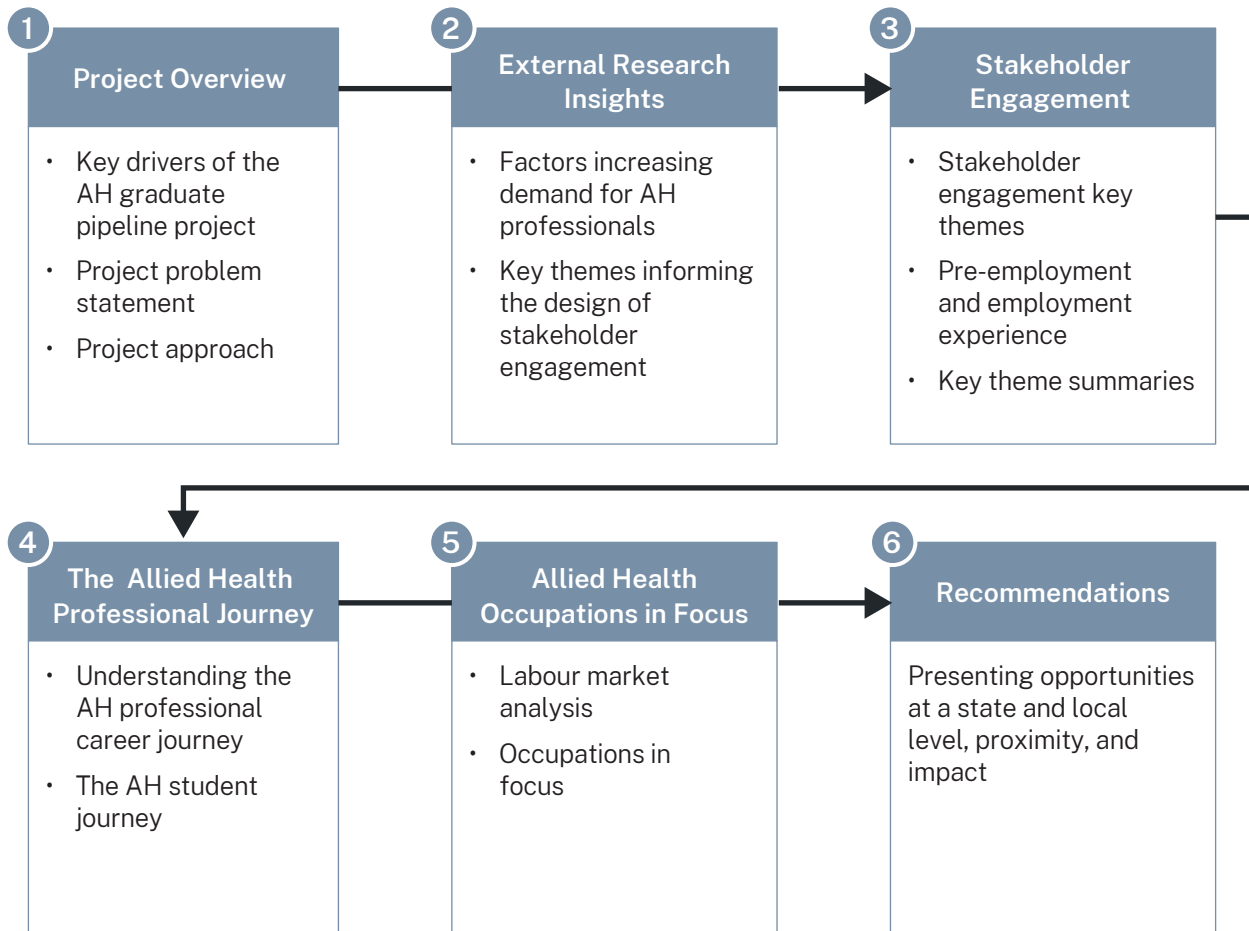
The key drivers of this project included; The NSW Health Workforce Plan 2022-2032 (Priority 4.3 and 4.4) and The Allied Health Workforce Macro-Trends Report (3.1 and 3.2).

The Project Approach

The project was conducted across three phases;

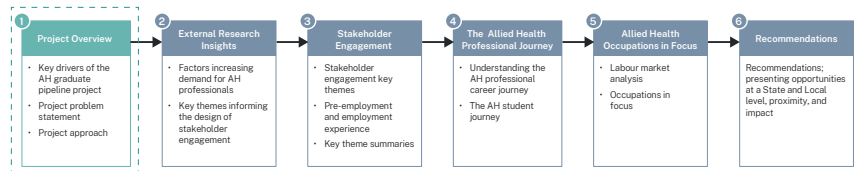
1. Research and design
2. Stakeholder engagement with ~140 individuals through 16 focus groups and thirteen 1:1 interviews, and
3. Consolidation of findings and the identification of opportunities to improve the AH graduate pipeline into NSW Health

The report presents the project approach, findings and recommendations in the following sections:



1

Project overview



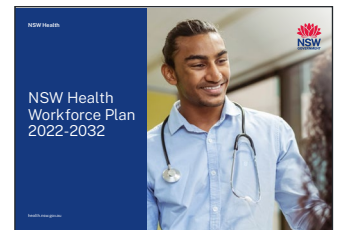
Key drivers of the AH graduate workforce pipeline project

The **Allied Health Workforce Macro Trends Report (3.1 and 3.2)** outlines the opportunity to develop career pathways for the AH workforce collective, including new graduate pipelines as a priority.



The **NSW Health Workforce Plan 2022-2032 (Priority 4.3 and 4.4)** highlights the following activities as a priority:

- the importance of having mature partnerships with education providers to develop health career pipelines aligned with plans
- the identification of early career opportunities and/or new graduate roles in professions and areas where there is an identified undersupply
- building a pipeline of future job-ready graduates particularly in rural and remote areas



The project problem statement

Improve the Allied Health (AH) Graduate Pipeline into NSW Health

Considering the following factors throughout research and stakeholder engagement:



The rural and regional workforce



Virtual care



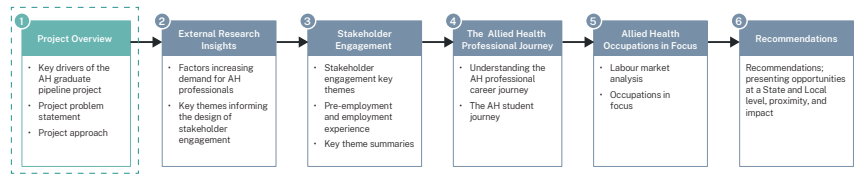
Workforce representation



Workforce models

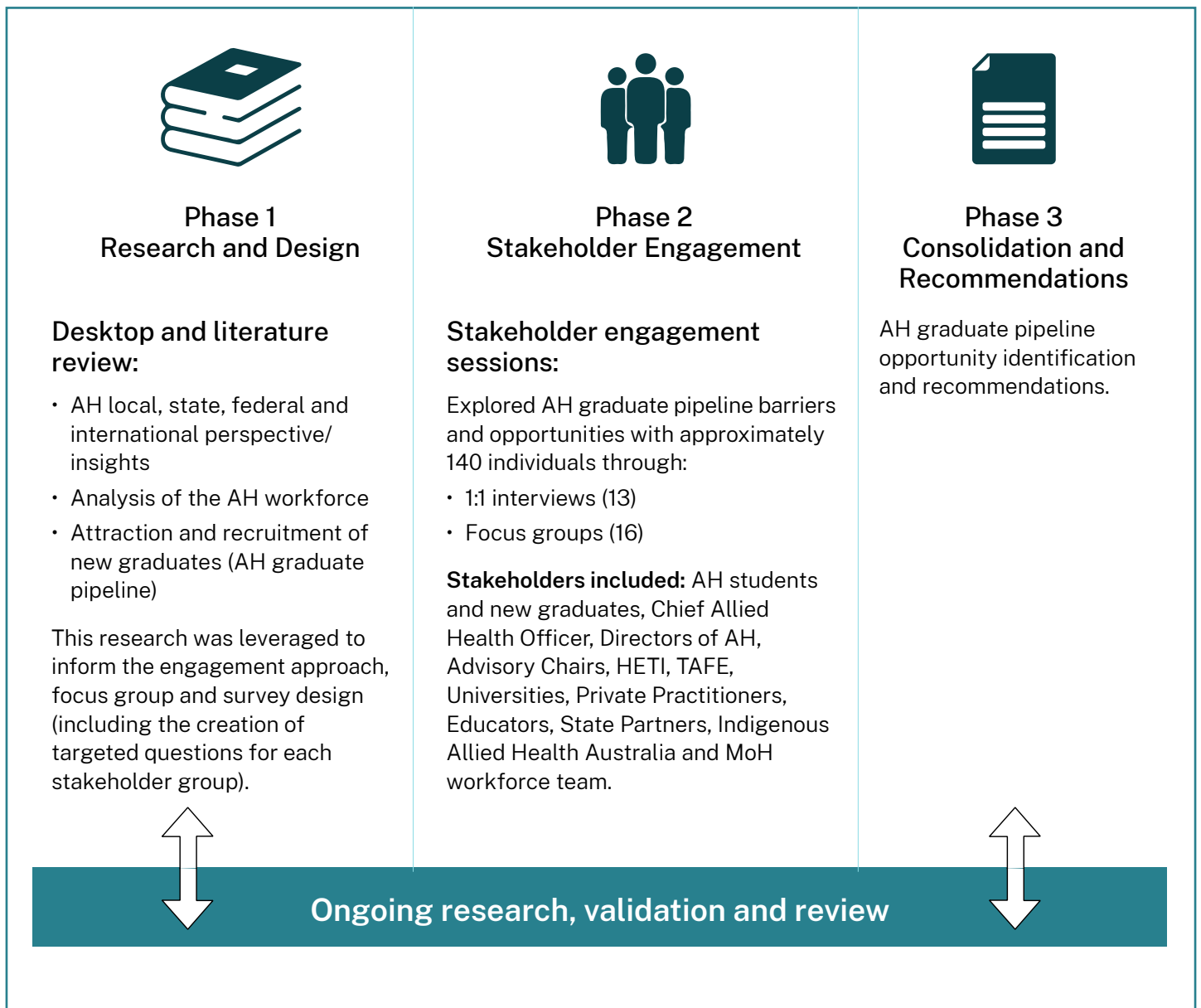


All Aboriginal Workforce



Project approach review

Partnering with the Ministry of Health (MoH) Allied Health and Workforce Planning & Talent Development Team, Tailored HR Solutions (THRS) completed 3 phases of work, across a ~12-week elapsed period. Their approach included ongoing research to both inform the design of the stakeholder engagement sessions and continually review and validate insights gained through those engagements.







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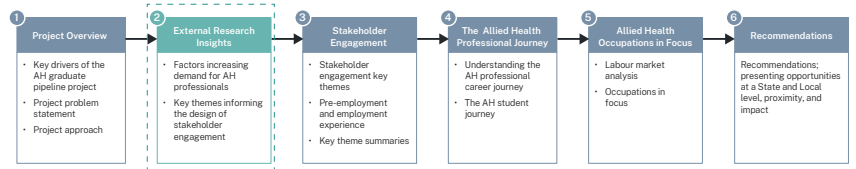
External research




Key themes impacting the
AH graduate pipeline

External Research | Key themes impacting the AH graduate pipeline

The external research examined factors impacting the AH graduate pipeline, and identified 7 key themes requiring further exploration with subject matter experts. The outcomes of the research were leveraged to inform the design of the stakeholder engagement sessions (tailored for each stakeholder group). Key themes and observations explored include:

 1. New entry level pathways and models	 2. Connection to purpose and place	 3. Student and graduate engagement	 4. Early exposure to AH careers and pathways
<p>There is an increased number of entry level pathways available and competition for labour market entrants.</p> <ul style="list-style-type: none"> Increasing number of internship, cadetships, vacation experiences and opportunities resulting in higher success rates for the acceptance of ongoing roles upon completion of qualifications. Critical is quality supervision, structure, support and feedback. Focus on supporting representation of the communities in which professionals are working (e.g. Aboriginal workforce and people with a disability). Organisations recognising and pre-empting support for challenges individuals will experience in their career journey (e.g. remote opportunities). Industry leveraging workforce segmentation and job design in non-traditional ways to create capacity in the workforce and manage labour shortages. 	<p>Creating a strong sense of purpose and connection to the people and community of employment is a strong predictor of retention.</p> <ul style="list-style-type: none"> Understanding individual employment expectations is critical for both pre and post employment. Organisations have always known the importance of strong connection to purpose and place, however many are now taking greater action on this important factor. Turnover intention research in early-career AH professionals working in rural and remote Australia found that turnover intention was most strongly affected by professional experiences relating to the job role, workplace relationships, level of access to continuing professional development and social connections in the town. Research measuring long term (15-17 year) rural practice found that initial rural practice was significant along with where the AH person grew up (i.e. rural location). 	<p>A positive employee experience starts well before the employee commences with the organisation. It starts with positive interactions while the candidate is still studying and considering their options.</p> <ul style="list-style-type: none"> Organisations focusing on highly efficient/innovative recruitment processes, supportive people management practices and experienced supervisors/mentors are significant contributing factors to a positive “employee experience”. These organisations are typically focusing on experiences starting from an individual student’s initial interaction with the organisation (e.g. placements, interactions on campus with employers, active social media presence, accessible information for applying for positions etc) through to commencing as an employee and onboarding with positive outcomes. 	<p>There is limited awareness of the career opportunities in the AH profession.</p> <p>Awareness of AH career opportunities often comes about through a family member or friend, or through being treated by an AH professional.</p> <ul style="list-style-type: none"> The UK Government is investing in funding for careers advice for young people. Both senior and junior AH professionals are volunteering for career guidance “advisor programs” in schools to connect with local employers. Organisations are investing in well structured and effectively organised “work-experience” programs to positively impact future workforce needs. Value of engaging parents in providing career advice and support, based on increased knowledge of the sector and understanding the importance of fostering a “sense of calling”.



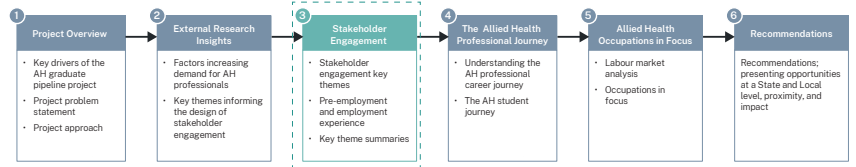
 5. New workforce models and education initiatives	 6. Increased sector and industry collaboration	 7. Safe and inclusive workplace
<p>Collaborative, multidisciplinary workforce and education models are strengthening relationships and pathways between universities and organisations.</p> <ul style="list-style-type: none"> • Introduction of new/emerging technologies to support collaboration, adoption of technology to support clinical development (e.g. simulation technologies). • Multidisciplinary teams working collectively to develop and implement solutions. Each member of the team contributing their knowledge, experience and specialisations, but the overall “problem-solving process” occurs as a collaborative effort. • Universities are utilising this learning method/approach in assignments in many sectors (e.g. Innovation Design, leveraging multidisciplinary teams including; medicine, engineering, business and design to develop innovative solutions). • A focus on the importance of improved relationships with universities to ensure effective pathways (across industries). • Emphasis on the need for ongoing research/collaboration with clinical researchers. • In some jurisdictions (e.g. Queensland and Victoria) AH student placements are funded by universities. 	<p>There is growing collaboration across sectors and industries to develop professions, along with an expanded range of learning types and modes that improve accessibility, efficiency, and effectiveness of professional development. This needs to be utilised to support practitioners in an ever-changing environment.</p> <ul style="list-style-type: none"> • Increased instances of organisations partnering with best-in-breed providers to deliver training, products and services. • Our fast-changing environment requires adoption of ongoing innovative ways for practitioners to remain current (i.e. considering recency of practice and ongoing professional development), particularly where there are breaks in careers due to family, working in other environments or roles requiring reskilling and upskilling. Methods may include tele-practice, shadowing, problem solving exercise, AI-generated case studies, blended learning days, multi-modal learning and in-app real time learning. 	<p>A safe and inclusive workplace culture is a vital consideration for students and graduates in selecting an organisation as their future employer of choice.</p> <ul style="list-style-type: none"> • Word of mouth/shared stories are powerful attraction and detraction mechanisms –of a safe and inclusive work environment – current and former employee reviews on Glassdoor and Seek are powerful influencers on prospective candidates. • Views held by family/friends and experiences with organisations are also important influences of an individual’s ‘attitude’ and perceptions of an employer. • CARE framework utilised to promote equality/division has been beneficial in facilitating change in the NHS (UK). • Employer rankings on employer sites such as Grad Australia, Seek, Glassdoor and the AFR Top 100 Graduate Employers List consider a range of factors, including workplace culture and inclusivity.



Broken Hill Health Service
NSW Health
GABRIELLE Scanlon
Speech Pathologist

3

Key themes, insights and opportunities

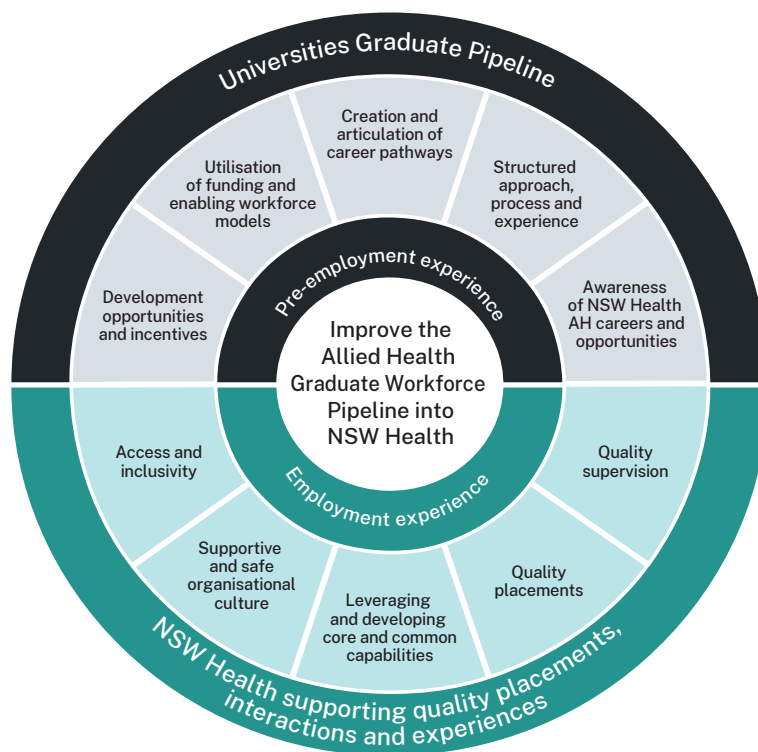


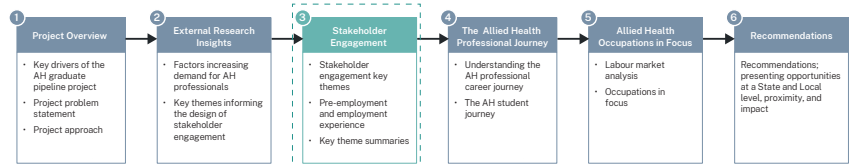
Key Themes | Insights

The research and stakeholder engagement has indicated that a positive student **pre-employment and graduate employment experience** is critical to improving the NSW Health graduate pipeline. The stakeholder engagement sessions highlighted several **consistent themes and opportunities to improve the NSW Health AH graduate pipeline**.

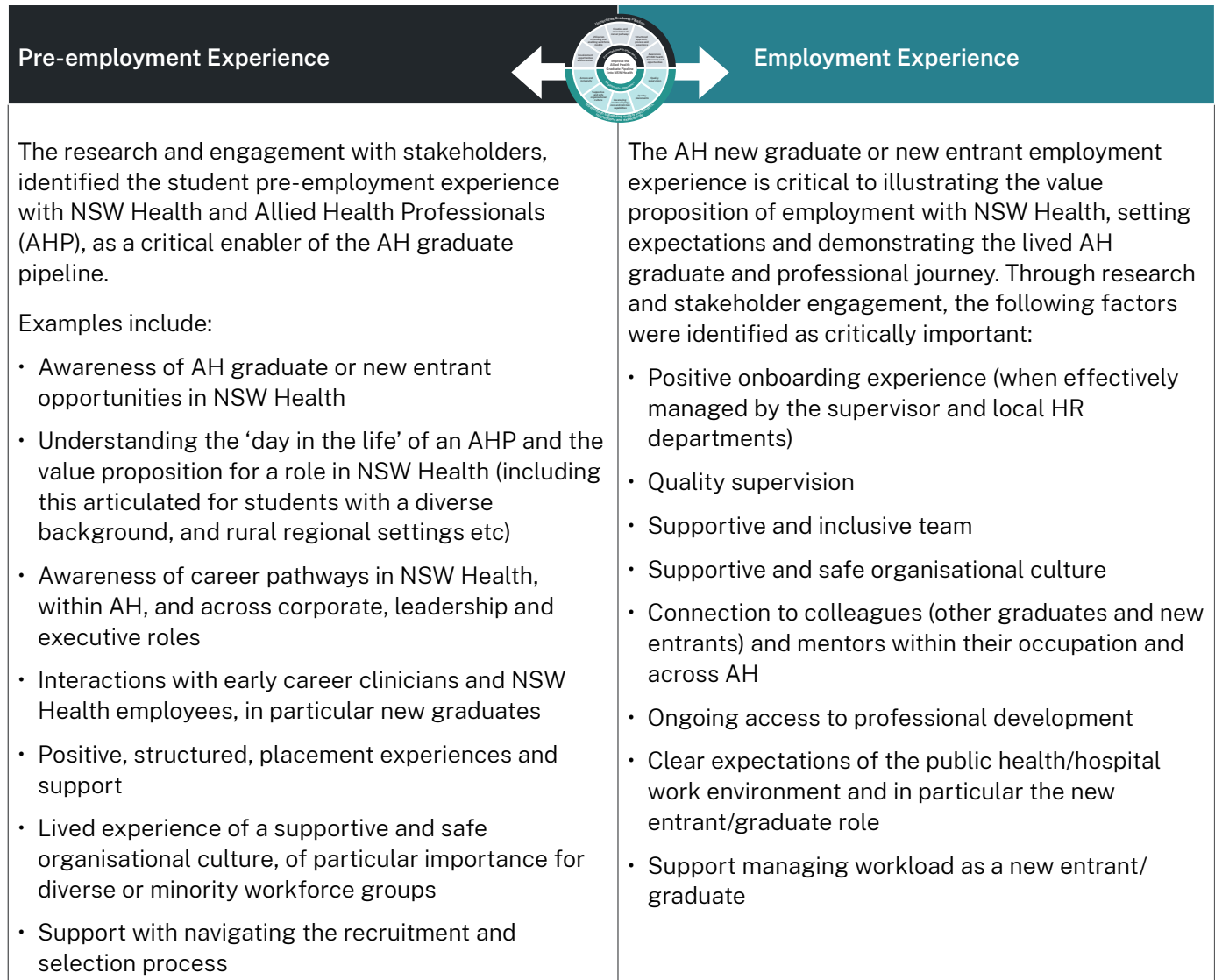
Overarching these considerations and worth noting, is the dependency the universities graduate pipeline has on placement availability in the sector. This was identified by universities as the primary driver of student cohorts for each AH occupation. In addition was the availability of funding for student supervisors to support clinical placements for most AH occupations, as well as university educators (i.e. lecturers) for some professions.

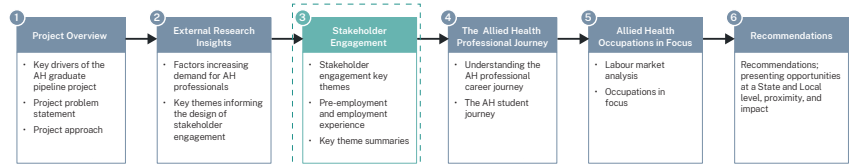
In order to support mitigating these issues and improve the NSW Health AH graduate pipeline, NSW Health should identify the number of student placements it can support as a ratio of supervising workforce. This is to ensure a positive placement experience and should focus on occupations with significant career opportunities and/or high future demand. In addition, understanding the desired number of graduates NSW Health will require to meet future demand for each occupation will help inform and influence the university graduate pipeline and identify any risk in future workforce availability.





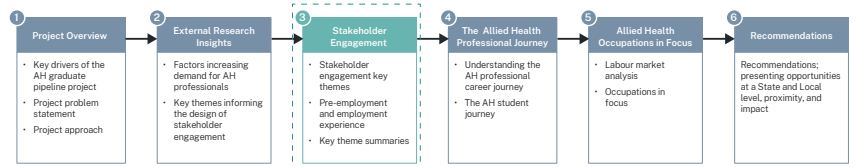
Experience is a critical enabler of the Allied Health graduate workforce pipeline into NSW Health



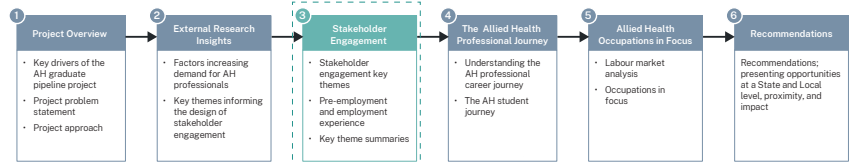


Pre-employment experience: Themes and opportunities

Utilisation of funding and supporting workforce models	Professional development opportunities	Creation and articulation of career pathways
<p>Define and standardise student placement ratios and workforce models across LHD/SHNs.</p> <ul style="list-style-type: none"> • There is great variability in the number of placements and graduates that LHD/SHNs support. Some support a large number of placements, and others few. It is unclear how LHD/SHNs and AH departments determine the number of placements they offer for the the workforce they have available to supervise students and how this aligns with their workforce pipeline needs. There is an opportunity for benchmarking and standardisation of the available AH workforce numbers to supervise clinical placements across the system. This may be in the form of a ratio of workforce to the number of student placements. • Design and establish workforce models (including supervisory capability needs) that define the right number of student placements and subsequent graduate numbers to achieve the required pipeline by occupation. Determining the appropriate model and student ratios is a critical enabler of the AH graduate pipeline, impacting several of the important factors of a student (and graduate) pre-employment and employment experience. This should extend to funding to support and advocate for the appropriate number of student placement educators. • Consider the re-introduction of work experience for high school students, including ensuring the right policy, guidelines and support mechanisms are in place (funding, required insurances etc.) • Facilitating the identification of suitable student placement and graduate recruitment models (including supervision requirements) and promoting the exchange of effective strategies and best practices across LHD/SHNs may be highly advantageous. • This approach provides an opportunity to inform and highlight how LHD/SHNs may better advocate for funding to support an improved graduate pipeline (e.g. funding to increase student educators, graduate positions, supervisor support). 	<p>Consider ongoing professional development opportunities commensurate with private sector.</p> <ul style="list-style-type: none"> • Development opportunities and incentives were noted as important factors in employment and career decision-making by both students and graduates. • AHPs, universities and TAFE stakeholders highlighted the increased need for professional development in AH occupations as a result of the pace of change in the health industry, the rapid advancements in supporting complimentary and enabling technologies, and subsequent impacts on the foundational and contemporary skills and knowledge required of professionals across all AH occupations. A particular example of genetic counselling was raised, where ongoing professional development is critical, when significant advancements in technology impact the diagnosis and treatment of genetic conditions, potentially within a 6-month period. • Graduates and students highlighted that the private sector have offered ongoing professional development opportunities, which are considered to be a significant attraction incentive. • There are many financial pressures on students and new graduates, in particular those requiring relocation. Relocation supports to attract students to areas where critical workforce segments are required would be highly beneficial. The NHS are offering significant financial incentives to Australian students to entice students. • The NSW Government has introduced health study subsidies to attract staff and retain talent in the NSW public health system. Students undertaking a healthcare degree will be eligible for a subsidy on their study expenses, if they commit to working a minimum of five years in the NSW public health system. 	<p>Increase awareness and visibility of AH graduate experience amongst future potential employees, such as high school students.</p> <ul style="list-style-type: none"> • While there is great diversity across the AH occupations, there is a significant opportunity to leverage the NSW Health AH EVP and develop targeted new graduate “day in the life” experience resources for each NSW Health AH occupation and highlight career pathways at NSW Health. This includes targeted EVP resources for high school students, diverse student groups and for rural and regional settings. • Private sector organisations are leveraging these techniques actively along with various social media platforms to create exposure and to articulate their value proposition to students and future employees. • With greater instability in life, students and graduates expressed a strong desire to establish a career and a level of stability in their future employment. • There is an opportunity for NSW Health to design and develop resources to illustrate the diversity of careers available to students and professionals as an AHP and beyond. • Universities and Advisory Chairs highlighted a shortage in AH university educators (i.e. AH university lecturers) as a potential impact on the AH graduate pipeline availability, particularly in occupations in high demand. Considering this shortage, and with some AH professionals seeking non-clinical roles later in their career, there may be an opportunity to work with universities to create adjunct/conjoint roles or opportunities supporting this shortage. • There may be an opportunity for NSW Health to play an influential role facilitating the collaboration of local and international practitioners to develop education pathways or support existing educational programs for AH students/graduates.

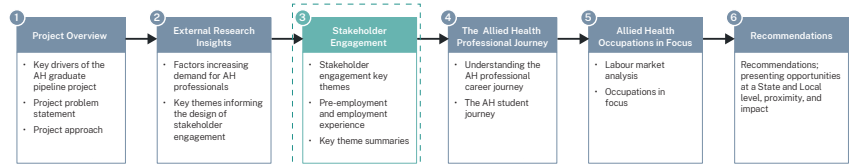


Improved attraction, recruitment and onboarding practices, processes and experience	Awareness of NSW Health AH careers and opportunities
<p>Improve the attraction, recruitment, and onboarding policies, frameworks and processes for AH graduate and new entrant roles across NSW Health, including reducing the time taken to recruit and onboard graduates and formal graduate programs.</p> <ul style="list-style-type: none"> • Great variability exists in hiring practices across LHDs and occupations. Stakeholders consistently raised the complexity in navigating the NSW Health recruitment process, and variability in experiences. • There is an opportunity to define a common approach to attracting and recruiting graduates and new entrants into NSW Health – one that is clearly defined, including clear expectations on timing, and resources to support navigating the requirements of the selection process. • Students and graduates shared when they had positive interactions with NSW Health professionals explaining the process of applying for a role, selection criteria and interview. It had a positive impact and helped in navigating the process. • Research suggests that the creation of networks amongst workforce groups has a significant impact on engagement experience. Interdisciplinary collaboration has also been cited as a key enabler of transdisciplinary workforce models. Students and new graduates valued connections with other students and their graduate counterparts, both within their occupation and across occupations. There were instances where this level of collaboration existed at the University level, with an opportunity to expand collaboration and continue this across NSW Health. 	<p>Increase visibility of NSW Health as an AH employer in the graduate market through contemporary marketing approaches.</p> <ul style="list-style-type: none"> • The stakeholder engagement sessions identified there is limited awareness of NSW Health AH graduate and new entrant opportunities, particularly amongst students and universities. There is limited awareness via social media or on-campus presence. • NSW Health were not perceived to have a social media or “in person” presence promoting AH graduate or new entrant opportunities. This is in stark difference to the approach taken by private sector organisations. Students and graduates shared they had seen other state and territory governments actively and successfully using social media to promote opportunities in their organisations – in particular, the Northern Territory and South Australia promoting lifestyle and career opportunities. • Private sector organisations are actively leveraging university and student social media platforms and campus presentations to engage and attract students. This presents a significant opportunity for NSW Health. • Private sector organisations can provide career opportunities with greater financial incentives, and flexible working arrangements. There is an opportunity for NSW Health to leverage an EVP to articulate the benefits of joining NSW Health, beyond the financial elements. With many students and professionals sharing they studied AH for altruistic reasons, there are many attractive elements for students to join NSW Health. This needs to be defined and communicated/marketed to students.



Employment experience (including placement experience) Themes and opportunities

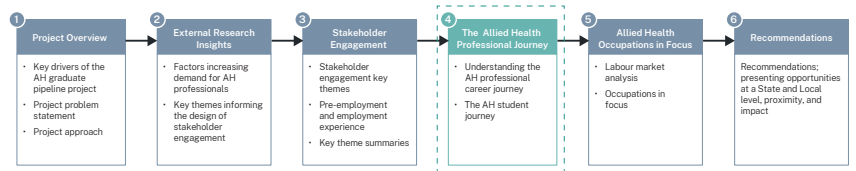
Supportive and safe organisational culture	Leveraging core and common capabilities	Quality supervision
<p>Share personal experiences of current NSW Health AHPs, including from diversity groups that promote the safe and inclusive workplace culture.</p> <ul style="list-style-type: none"> A supportive and safe organisational culture was highlighted by Indigenous Allied Health Australia (IAHA) as a critical factor for the attraction and retention of the Aboriginal AH workforce. To attract Aboriginal or Torres Strait Islander graduates to NSW Health, it is essential to share positive employment experiences, such as “day in the life” demonstrations or personal stories of a supportive and safe organisational culture. Demonstrating a supportive and safe organisational culture is a good illustration of the importance of a positive employment experience impacting the graduate pipeline. Further, the opportunity to share these narratives to support early exposure to NSW Health AH career journeys. A supportive and safe organisational culture is a key consideration for many students studying AH, particularly those from diverse backgrounds. 	<p>Work collaboratively with the education sector to define and develop a core and common capabilities baseline /standard for AHPs.</p> <ul style="list-style-type: none"> University, TAFE, Workforce and HETI stakeholders identified the opportunity to better leverage and develop core and common workforce capabilities across the AHP. There are opportunities for NSW Health to influence university AH education and development approach and inter-professional collaboration to better develop the foundational skills and knowledge shared across the various AH professions early in a professional’s career. Through the development of these core and common AH capabilities early, it will place students and new entrants/graduates in a positive position to work together more effectively and efficiently and contribute to improved patient outcomes and care. Further, it was highlighted that students choosing a private sector career may have clinical and core capability deficiencies if they intend to work at NSW Health. A state-wide approach could be considered to bridge this education and experience gap for critical workforce segments. 	<p>Improve the consistency and quality of supervision provided during placements and employment.</p> <ul style="list-style-type: none"> The stakeholder engagement identified, and research validated, quality supervision has a significant impact on the employment experience of new graduates. This was equally important to students during their placements. The importance of quality supervision was a sentiment shared by students, graduates, educators, Directors of AH and AH Advisory stakeholders. Quality of supervision was identified in both research and stakeholder engagement as a factor that significantly influenced the intent of students to pursue a career with NSW Health and graduates to continue their career and remain with NSW Health. NSW Health stakeholders shared their desire to support quality placements and graduate experiences and their positive lived experience of these interactions. However, there were examples where practitioners had the desire to provide high quality supervision support but were challenged by their capacity or capacity of the wider care team.



Quality placements	Access and inclusivity
<p>Ensure the student placement experience is positive and supportive of students considering a career with NSW Health.</p> <ul style="list-style-type: none"> The research and engagement with stakeholders consistently highlighted that quality placement experiences were critical to students progressing in their studies and the potential for them to pursue a role in NSW Health into the future. Conversely, a negative placement experience had a significant and cascading impact on both an individual's decision to pursue a career in NSW Health and that of their student counterparts. The student survey and focus groups highlighted direct or indirect placement experiences that resulted in students questioning their field of study and future career. Equally, positive placement experiences significantly impacted a student's desire to pursue a career in NSW Health, and their advocacy of their positive experience. This included examples of supporting staff helping students to navigate the NSW Health application and recruitment process. This helped to remove/ease the current complexity in the process. 	<p>Establish a process to support accessible and inclusive placement opportunities for students, particularly relevant for students with caring responsibilities, rural and regional locations, individuals with a disability and Aboriginal AH students.</p> <ul style="list-style-type: none"> Students shared they currently have little to no opportunity to influence placement options (including work pattern of the placement). This creates significant barriers for students who have a disability or students who have caring responsibilities and a need to stay within close-proximity to their place of residence or support. Similarly, students who have commitments to their community, without options to undertake placements close to their communities experienced barriers to completion of studies. NSW Health has an opportunity to work collaboratively with universities to support accessible and inclusive placement opportunities for students. Inclusive placement opportunities will support the graduate pipeline for students with a disability, those with caring responsibilities and individuals with an Aboriginal or Torres Strait Islander background. Supporting students to have greater choice in their placement location, particularly those who have rural regional preferences will likely support a greater pipeline of AH graduates interested in graduate positions in these locations. Students highlighted complexity in managing the funding support available through financial support programs and reporting responsibilities, in some instances resulting in students withdrawing from programs or creating significant stress (particularly reported by Aboriginal students completing Allied Health training and qualifications and students with a disability). There may be an opportunity for the NSW Health workforce team to work collaboratively with key stakeholders to develop supporting guidance for these students. There may be an opportunity to expand the new "scholarship experience advisor role" or similar to support these needs.

4

High impact opportunities
throughout the Allied Health
career and student journey



4.1 Allied Health Career Journey | Factors and influencers impacting the graduate pipeline

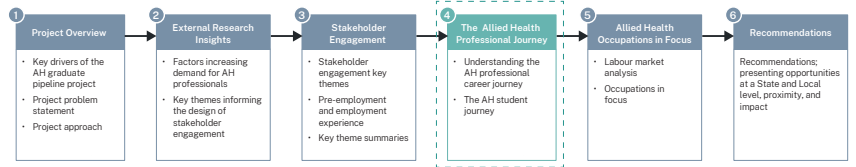
Understanding the factors and influencers across an Allied Health Professional Career Journey

The research and engagement with stakeholders indicated that an individual's journey pre, during and post-employment, as an Allied Health Professional (AHP) with NSW Health, can be impacted by many different factors.

These factors have a subsequent impact on NSW Health's ability to successfully attract students and establish a graduate pipeline. Ultimately, the **journey map highlights many opportunities for NSW Health to proactively address and positively impact the AHP's journey, and, importantly, improve the graduate pipeline.**

The AHP Journey Map (illustrated below and included on the following page) represents where known factors and key influencers (people who can help or hinder progression) first appear, noting many may be experienced across the AHP career journey. These factors and influencers can vary based on an individual's AH occupation, location (i.e. rural or regional versus metro) and background (for example, Aboriginal or Torres Strait Islander, Non-English-Speaking Background, people with health conditions or impairments, LGBTQIA+ community).

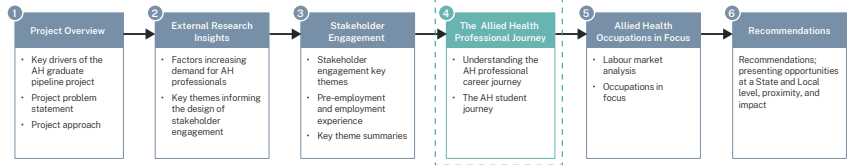
The "factors" and "influencers" (with some more significant for diverse workforce groups) are key opportunities for NSW Health to address and have been highlighted in this report. Examples of factors and influencers that may increase or decrease for diverse groups include; inclusive placement and graduate opportunities for individuals with a disability, community and/or caring responsibilities.



Allied Health Professional Career Journey Map

Illustrating external and person-centred factors and key influencers

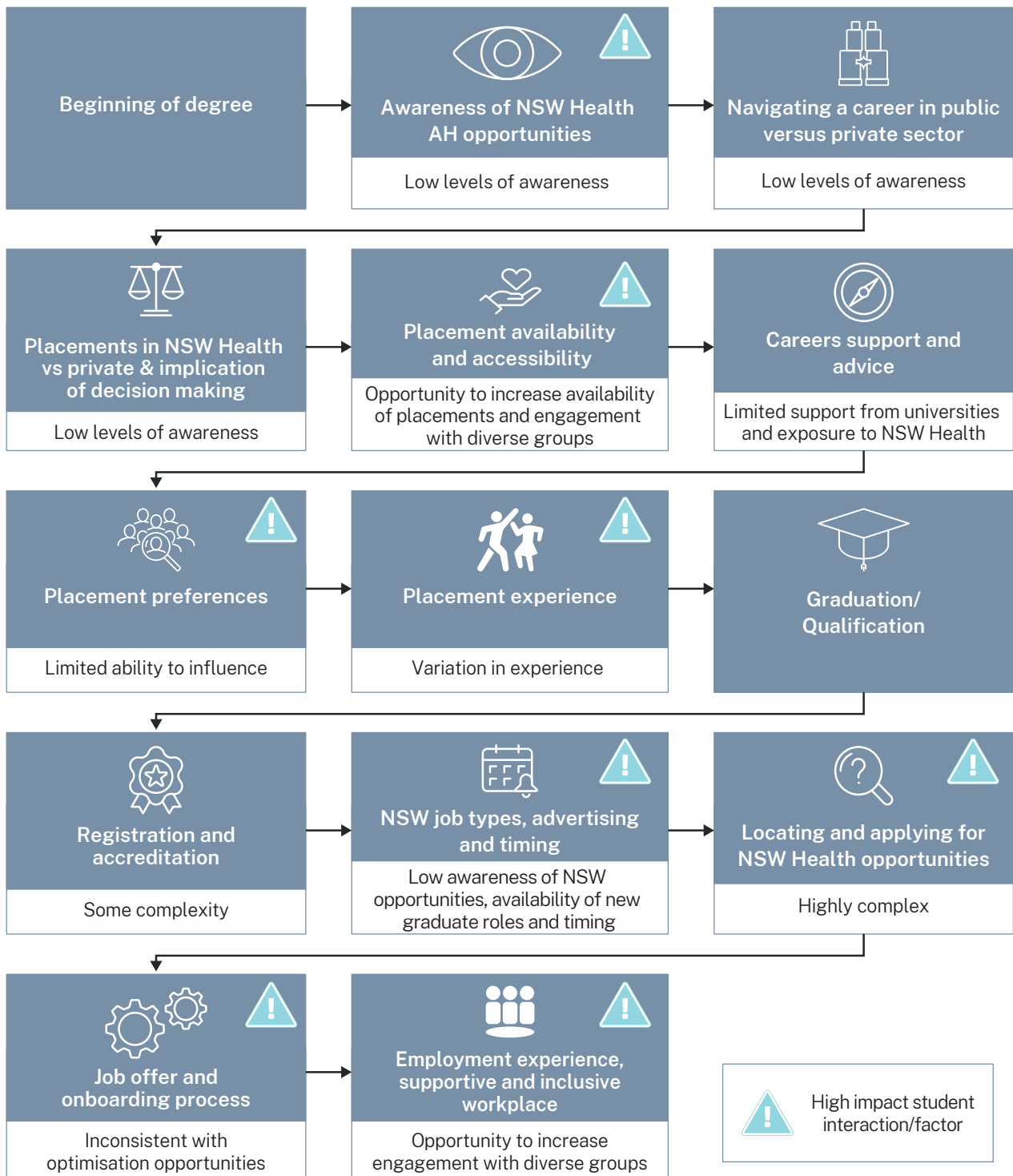
	High school	Undergraduate AH	New Graduate	Early/Mid-career AH	Mid-career AH	
EXTERNAL FACTORS	<ul style="list-style-type: none"> Year 10, 11, 12 students understanding what AH means and occupations that are available for their consideration Studying appropriate subjects to support the selection of an AH occupation across 23 occupations Access to work experience in AH 	<ul style="list-style-type: none"> AH course requirements including clinical placements and time required to complete qualification Various education pathways to desired occupation Access to clinical placements (e.g. rural/regional/metro, diversity, inclusion and safety) Placement preference Access to cadetships/traineeships/scholarships 	<ul style="list-style-type: none"> Meeting qualification/certification requirements (e.g. placement hours, master's level) Meeting registration requirements with a professional body Availability of flexible work arrangements Recruitment process Job security Financial support (e.g. to relocate) Availability of new graduate program across all LHD/SHNs for multiple professions (including rotations to support career opportunities) 	<ul style="list-style-type: none"> Access to ongoing development opportunities/funding to engage in training Career pathways and opportunities Availability of funded roles Access to funded roles Cultural fit Community of practice 	<ul style="list-style-type: none"> Salary levels Maintaining parity with other professions Levels of responsibility Maintaining current technical capability and pace of change with AH services, ways of working, experience and expertise Other career opportunities outside of AH 	<p>Allied Health Executive Roles</p> <p>Executive Corporate Roles</p> <p>Supernumerary roles</p> <p>Adjunct or conjoint roles</p> <p>Other NSW Health Careers</p>
	PERSON CENTRED FACTORS	<ul style="list-style-type: none"> Lack understanding of AH careers Intrinsically motivated to work in occupations to help people and serve the community Family connections to AH occupations 	<ul style="list-style-type: none"> Ability to financially support self Positive/negative experience in clinical placement Positive/negative experience with particular clinicians Positive/negative career narratives/articulation by AH workers (e.g. guest lecturers) Understanding of how to apply for graduate roles Understanding of desired speciality 	<ul style="list-style-type: none"> Broad clinical experiences as a new graduate or early career clinician (e.g. through new graduate rotations) Choice or desire to work in regional/remote, metropolitan or community setting Access to hours to meet living commitments (i.e. high prevalence of temporary and/or part time contracts vs full time positions) Seeking work/life balance Desire to make a difference in people's lives Supportive and safe work environment Family and/or caring responsibilities 	<ul style="list-style-type: none"> Gain confidence in clinical abilities Feel supported with adequate supervision and resources Feel connected and part of a community (of practice) Facilitate desired patient outcomes/sense of accomplishment Work autonomously Increase skills to maintain competency in rapidly changing environment Understand career opportunities/path ways Commitment to chosen AH profession/specialty 	
KEY INFLUENCERS People that inform and influence AH professional		<ul style="list-style-type: none"> Parents Career Counsellors AHPs Peers LHD/SHNs Student friendships 	<ul style="list-style-type: none"> Supervising clinicians Educators Course convenors/lecturers Career counsellors AH professional bodies AHPs 	<ul style="list-style-type: none"> Supervising clinicians Educators Role models AH professional bodies AHPs Peers 	<ul style="list-style-type: none"> Supervising Clinicians Role models Community of practice Team members Work colleagues 	<ul style="list-style-type: none"> Senior Executives Role models Team members Peers
PATHWAYS 23	High school	Undergraduate AH	New Graduate	Early/Mid-career AH	Mid-career AH	

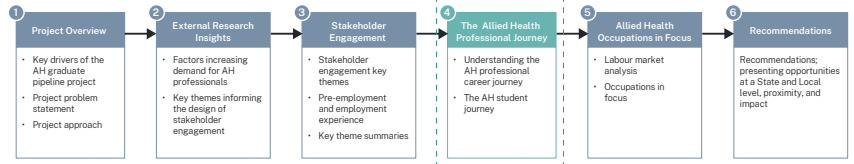


4.2 Allied Health Professionals Student Journey | High impact opportunities

High impact interaction opportunities throughout the Allied Health student journey

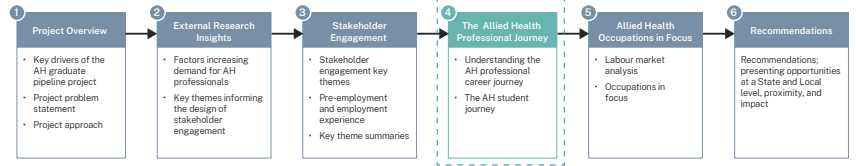
Stakeholder engagement, particularly focus groups engaging with students and graduates highlighted a number of high impact interactions and factors that will affect NSW Health’s ability to attract students and retain graduates at a state and local level. These are explored on the following pages of this report. The student journey map summary has been outlined below.





High impact student interaction opportunities

	Improve awareness of NSW Health AH jobs, opportunities and careers 	Create placement availability and accessibility 	Support placement preferences 	Ensure NSW Health meets AH occupation specific registration and accreditation requirements 	Improve the recruitment navigation experience and modernise the application process 
What we heard ...	<ul style="list-style-type: none"> There is a lack of awareness among both students and universities regarding the range of graduate and new entrant opportunities that are available at NSW Health There are low levels of awareness of NSW Health AH career opportunities Students are not familiar with the available graduate or new entrant opportunities at NSW Health and lack the understanding of how to navigate, identify and apply for positions Students are not aware when or if there will be AH graduate or new entrant positions advertised at NSW Health Low levels of awareness of cadetship programs, pathway options or financial support available for the Aboriginal AH workforce Limited number of dedicated new graduate roles in LHD/ SHN and only available in a small number of professions 	<ul style="list-style-type: none"> Students and graduates identified that placement accessibility was a significant barrier to degree completion and/or ability to gain experience in a NSW Health setting Placement accessibility with an opportunity to attend a placement close to their place of residence or community was particularly important to students who had a disability, those in a caring role, and Aboriginal AH students 	<ul style="list-style-type: none"> AHPs, graduates, and students identified the need to clearly communicate career journeys in various health settings (e.g. public hospital, private providers), and opportunity to provide guidance to aid in decision-making and placement selection The stakeholder engagement sessions indicated universities do not provide AH students with the opportunity to express their preferences for placements. This results in an inability for students to express preference based on their individual circumstance, or aspirations 	<ul style="list-style-type: none"> Certain occupations require an internship year or employment under specific conditions to meet registration (e.g. Audiology). These requirements need to be supported/met by NSW Health in order to support the employment of these occupations as a new graduate or new entrant. The stakeholder engagement revealed that this can be a barrier to employment with NSW Health. For example: Audiology Australia requires Audiology graduates to be supervised in their first year of employment by a registered supervisor. This prevented a new graduate from joining NSW Health as the LHD did not have a registered supervisor to support the employment and supervision requirements. The NHS are actively recruiting Audiologists. 	<ul style="list-style-type: none"> A common theme identified by all stakeholders was the complexity in navigating NSW Health AH career opportunities, with some students 'googling' "how to apply" or to identify if there were AH graduate positions with NSW Health Students and graduates shared they were regularly checking the I Work for NSW and NSW Health websites for opportunities. They were proactively searching for job opportunities but largely unsuccessful Often graduates had identified employment opportunities as a result of their placement experience or as a part time employee for NSW Health in a difference capacity Private sector organisations are targeting students on LinkedIn (although this was not preferred by students), sharing opportunities on social media, and across university virtual and in person forums Private sector organisations were offering positions after a video conference interview with students – an expedited experience and process.
Opportunities	<ul style="list-style-type: none"> Consider scaling the option for LHDs to take work experience students from high school Establish a NSW Health AH graduate EVP, including targeted versions for high school students, students with a diverse background and to support rural and regional LHDs In alignment with the EVP, design and develop graduate 'day in the life' resources (e.g. videos, sound bites, brochures) to inform career decision making (from early in the AH professional career journey e.g. high school) Design and implement a targeted social media and awareness (including in-person interactions) strategy to promote NSW Health AH graduate and new entrant career opportunities 	<ul style="list-style-type: none"> NSW Health has an opportunity to work collaboratively with universities to support accessible and inclusive placement opportunities for students Inclusive placement opportunities will support the graduate pipeline for students with a disability, those with caring responsibilities and individuals with an Aboriginal or Torres Strait Islander background 	<ul style="list-style-type: none"> Offering students the chance to align their unique circumstances and career goals with their potential placement opportunities will support students with diverse needs and ultimately diversity amongst the graduate pipeline Placement preferences will require collaboration between universities and NSW Health, with supporting systems capability to manage the process 	<ul style="list-style-type: none"> A detailed review of AH occupations that require an internship year and/or have specific registration requirements and ensure that these supporting requirements (e.g. Registered Audiology Supervisor) are met by NSW Health, particularly for occupations in high demand Occupations that require an internship year can be better supported through formal internship to graduate program that offer guaranteed employment upon successful completion of the program Promoting mentorship support to these cohorts is a key opportunity 	<ul style="list-style-type: none"> Co-design the ideal recruitment strategy with students/graduates to strike the right mode of engagement and engagement approach for AH Provide resources to support students to navigate the NSW Health recruitment process, with clear guidance on timing, process and expectations Provide resources that support students to prepare and respond to the required selection criteria, and should they be successful, interview process Work collaboratively with universities to share these resources and promote opportunities on the various engagement platforms

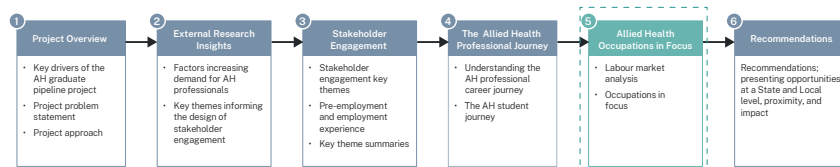


	Ensure a positive placement experience with NSW Health 	Establish common NSW graduate programs /job offer timing and expectations 	Improve, modernise and create common standards for AH graduate recruitment (incl. graduate program) and onboarding process 	Ensure a positive employment experience, supportive and inclusive workplace
What we heard ...	<ul style="list-style-type: none"> Graduates and students shared that a positive placement experience was a factor that influenced their decision to pursue a career in NSW Health. Conversely a negative experience, influenced their decision to select a different career pathway. This was echoed by AHPs, universities and advisory group participants Universities and AHPs shared that in some instances a negative placement experience (in any setting) had resulted in students withdrawing from studies 	<ul style="list-style-type: none"> Private sector organisations are recruiting students as early as May in their final year of study. Many stakeholders identified this as too early and likely not resulting in the best outcome for the student or employer From a student's perspective, it is unclear when or if NSW Health may be offering AH graduate positions, resulting in some students accepting private roles to secure a job opportunity If informed about the expected timeline for NSW Health graduate or new entrant vacancies, students indicated they would delay their decision-making until such time as they could participate in the process AH professionals, Directors of AH, universities and students suggested an appropriate timing for a graduate recruitment process would be upon placement completion, which varies across occupations, however most would be complete or nearing completion in October 	<ul style="list-style-type: none"> Stakeholders shared that in their experience the NSW Health job offer process was long and protracted Graduates shared that there were instances of no communication between steps in the process, including significant delays between being found to be successful and the offer being received There were multiple instances of students being identified as successful for a graduate position with NSW Health and then receiving no further communication or letter of offer for employment. This resulted in these individuals pursuing other opportunities. Various stakeholders and graduates shared that the adjustment from being a student to a new graduate can be significant. This included the capacity they were now operating in as a graduate, exposure to sometimes confronting situations and differences in expectations and workloads. Where the onboarding process supported this transition, it was clearly extremely beneficial. 	<ul style="list-style-type: none"> As identified throughout this report, the NSW Health graduate and new entrant employment (and placement) experience is a critical enabler of the graduate pipeline into NSW Health. Students expressed a strong desire to see and hear that graduates at NSW Health were satisfied with their chosen career, felt supported, and invested in to further develop their careers. IAHA emphasised the importance of their ability to communicate to Aboriginal AH students and potential graduates that NSW Health is a culturally safe and inclusive workplace, with this also being an important aspect of their organisational mission. Diverse student groups, particularly those with disabilities and caring responsibilities, shared the positive influence of new graduates' demonstrated and lived experiences on their career decision-making. A positive employment experience not only has a significant positive impact on the graduate pipeline, but particularly for those form a diverse workforce background.
Opportunities	<ul style="list-style-type: none"> Identify factors that support a positive placement and graduate experience through detailed exploration with students and new graduates Informed by the detailed design above, provide resources to LHD/ SHNs that outline opportunities to provide positive placement experiences (which may include development opportunities for the existing workforce) Consider funding dedicated student educators/supervisors and placement coordinator roles Working collaboratively with universities, determine the appropriate workforce profile to student ratio by occupation to support LHD/SHNs in determining the right number of students to support locally LHD/SHNs and universities investing in dedicated student educator/supervisor and placement coordinator roles in NSW Health e.g. Victoria and Queensland funding model 	<ul style="list-style-type: none"> There is an opportunity to define a common approach (that may be localised) to attracting and recruiting AH graduates and new entrants into NSW Health. One that is clearly defined, including clear expectations on timing (i.e. October/November), considers conditional offers of employment upon completion of the qualification and registration (if required) It is recommended that resources are developed to communicate a common expectation for the recruitment of AH graduates across NSW Health (with opportunity for localisation). Commencing new entrant/graduate recruitment aligning with the completion of placements in October/November is recommended. 	<ul style="list-style-type: none"> Design and develop a standardised framework (that allows for localisation) to support the attraction, recruitment of AH graduates which includes supporting resources for key stakeholders (students, universities, AH supporting staff) Assess the current recruitment and onboarding process across LHD/ SHNs to determine the level of variation and recommend an approach (informed by above) to AH graduate recruitment that optimises the process and candidate experience Engage with key stakeholders to co-design a recommended integration approach to support new graduates and new entrants joining NSW Health The development of guidelines for LHD/SHNs on the fundamentals of managing new graduate positions, supporting LHD/SHNs in developing these roles 	<ul style="list-style-type: none"> Leverage the NSW Health and AH EVP to inform the design of a dedicated AH graduate EVP. Co-design the graduate EVP with AH graduates and supporting staff. In alignment with the EVP, design and develop graduate 'day in the life' resources (e.g. videos, sound bites, brochures) to inform career decision making (from early in the AH professional career journey e.g. high school) for each occupation with targeted resources for individuals with a diverse background (e.g. disability, carers, Aboriginal and Torres Strait Islander, neurodiverse, LGBTQIA+) and individuals from rural and regional areas

5

Occupations in focus

External drivers of demand and labour market analysis identifying occupations in focus



Key occupations in focus

Occupations	National Skills Commission – Skills Priority List (June 2021)	
	Current Labour Market Assessment	Future Demand Indicator
Orthoptics	Shortage/regional shortage	Strong future demand
Podiatry	Shortage	Moderate future demand
Psychology Speech Pathology Pharmacy	Shortage/regional shortage	Strong future demand
Diversional Therapy Exercise Physiology Genetic Counselling Occupational Therapy Physiotherapy	Shortage	Moderate future demand
Audiology Nuclear Medicine Technology	No shortage	Strong future demand
Nutrition & Dietetics	No shortage	Moderate future demand
Art Therapy Counselling Orthotics & Prosthetics Radiation Therapy Radiography Welfare Worker	No shortage	Strong future demand
Child Life Therapy Social Work	No shortage	Moderate future demand

The labour market analysis key insights were evaluated against NSW Health workforce information to identify and prioritise AH occupations that may benefit from additional focus when improving the graduate pipeline. These occupations have significant career opportunities within NSW Health and/or are in short supply in the labour market and forecast to have strong future demand.

This analysis has been conducted at the state level, however, would benefit from analysis at a local/regional level to examine extent of local impacts for each occupation. Further alignment of this analysis with NSW Health workforce demand analysis would be beneficial (not available for the purposes of this analysis).

Category 1 Occupations

Occupations with a national shortage, strong or moderate future demand, and significant career opportunities within NSW Health are:

- Genetic Counselling
- Occupational Therapy
- Orthoptics
- Pharmacy
- Podiatry
- Psychology (Clinical)
- Speech Pathology

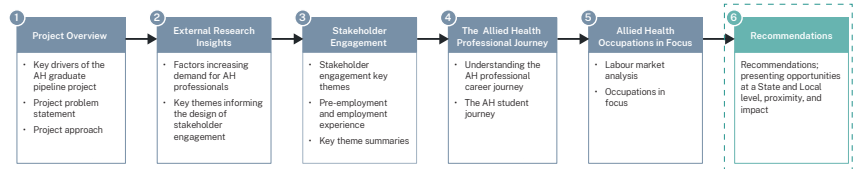
Category 2 Occupations

Occupations with no current national shortage, but strong future demand and significant opportunities within NSW Health.

- Audiology
- Nuclear Medicine Technology
- Nutrition & Dietetics
- Orthotics & Prosthetics
- Radiation Therapy

6

Recommendations



Recommendations

Quick wins: Short-term actions, that will have a high impact, with low to medium complexity

No.	Recommendation	Theme(s)	MoH	Local	Proximity (S/M/L)	Impact (H/M/L)	Complexity (H/M/L)
1	Conduct targeted AH Strategic Workforce Planning to analyse the NSW Health AH workforce profile (current and future demand and supply) and labour market forecasts, with a particular focus on critical occupations.	<ul style="list-style-type: none"> Workforce Strategy 	✓		S	H	L
2	Conduct regular student (who have undertaken a student placement with NSW Health) and new graduate experience surveys to identify and better understand opportunities to improve placement and early employment experiences.	<ul style="list-style-type: none"> Student Experience Graduate Experience Workforce Strategy 	✓	✓	S	H	L
3	Develop statewide resources that may be leveraged by LHD/SHNs to improve placement experience, including support frameworks and resources for supervisors and students.	<ul style="list-style-type: none"> Student Experience Graduate Experience Workforce Strategy 	✓		S	H	L
4	Develop standardised NSW Health AH graduate recruitment framework and guidelines to support modernisation and process improvement across NSW Health.	<ul style="list-style-type: none"> Student Experience Graduate Experience Visibility 	✓	✓	S	H	L
5	Co-design a NSW Health AH graduate attraction strategy with AH students and graduates, including engaging with diversity groups.	<ul style="list-style-type: none"> Graduate Pipeline Expansion Student Experience Graduate Experience Visibility 	✓		S	H	L
6	Establish policies and procedures and support for LHD/SHNs to take on high school work experience students, particularly in professions where there is low attraction to university courses or there is a strategy to 'grow our own' e.g in rural locations	<ul style="list-style-type: none"> Visibility (High School) Attraction to AH University Programs 	✓	✓	S	M/H	L
7	Develop a localised approach to attracting and recruiting AH graduates and new entrants into NSW Health. Defining timing (October/November), and resources to support navigating the recruitment process (for students, new graduates and supporting NSW Health staff).	<ul style="list-style-type: none"> Graduate Pipeline Expansion Student Experience Graduate Experience Visibility 		✓	S	H	M
8	Design and implement NSW Health AH graduate program(s) focused on high-demand AH occupation/locations (e.g. rural or regional), through targeted and/or location-specific graduate programs and opportunities (i.e. supporting workforce inclusion), including with the appropriate financial support and guidance (e.g. accommodation, relocation).	<ul style="list-style-type: none"> Workforce Strategy Aboriginal Workforce Workforce Inclusion Rural Regional 	✓		S	H	M

No.	Recommendation	Theme(s)	MoH	Local	Proximity (S/M/L)	Impact (H/M/L)	Complexity (H/M/L)
9	Develop and implement a tailored NSW Health AH Graduate EVP leveraging the appropriate external and person centred factors identified in the AHP journey, with adaptations and supporting materials for key segments such as rural/regional, diverse backgrounds.	<ul style="list-style-type: none"> Workforce Strategy Aboriginal Workforce Workforce Inclusion Rural Regional 	✓	✓	S	H	M
10	Ensure the AH Graduate EVP highlights the non-financial benefits of joining NSW Health (i.e. values and purpose), emphasising experience. Including the development of resources that share personal stories demonstrating a supportive and safe culture are crucial.	<ul style="list-style-type: none"> Visibility Employee Experience Workforce Inclusion Rural Regional Aboriginal Workforce 	✓	✓	S	H	M
11	Develop promotional material to support communication of the NSW Health AH graduate EVP to target audiences i.e. graduate 'day in the life' resources (e.g. videos, sound bites, brochures) to highlight diversity of opportunities.	<ul style="list-style-type: none"> Visibility Employee Experience Workforce Inclusion Rural Regional Workforce 	✓		S	H	M
12	Increase visibility and presence in graduate labour market through social media campaigns, graduate careers fairs, partnering with universities to promote NSW Health AH opportunities, including distribution of promotional materials at universities and key events.	<ul style="list-style-type: none"> University partnerships Visibility Graduate Experience Student Experience Workforce Inclusion 	✓		S	H	M
13	Determine the capacity in the system to take students based on the available workforce and establish benchmarking across LHD/SHNs. Supporting the system and universities to know if they need to invest in additional supervisors to support more students.	<ul style="list-style-type: none"> Workforce Strategy Student Experience Graduate Experience 	✓	✓	S	H	M
14	Consider internship/graduate programs for AH occupations that require an internship year, providing mentorship and development opportunities, and ongoing employment upon successful completion	<ul style="list-style-type: none"> Workforce Strategy Graduate Pipeline Expansion 	✓	✓	S	H	M
15	Provide opportunities for professional networking, collaboration and mentoring for AH students and new AH graduates.	<ul style="list-style-type: none"> Workforce Culture Rural Regional Workforce Inclusion 	✓	✓	M	H	L
16	Define and implement recommended student to workforce ratios for LHD/SHNs. This will enable a consistent student experience across LHD/SHNs and support a positive pre-employment and employment experience.	<ul style="list-style-type: none"> Workforce Strategy Student Experience Graduate Experience 	✓		M	H	H
17	Create a new 'Graduate Pipeline Conversion Officer' role to drive the implementation and adoption of workforce strategy actions.	<ul style="list-style-type: none"> Workforce Strategy 	✓		M	H	H
18	Utilising horizon scanning, labour market and workforce demand and supply analysis and modelling, establish targeted placement goals for the NSW Health AH Graduate pipeline by occupation and location.	<ul style="list-style-type: none"> Workforce Strategy 	✓	✓	M	H	H
19	Improve accessibility and inclusion practices in partnership with universities to support increased placement opportunities for students with different needs (e.g. disability, caring responsibilities, non-English speaking background, Aboriginal workforce). This includes the implementation of 'identified placements' to support placement opportunities for students with a disability, community and caring responsibilities and rural/regional locations.	<ul style="list-style-type: none"> Graduate pipeline expansion Visibility Workforce Inclusion Rural Regional 	✓	✓	M	H	H

No.	Recommendation	Theme(s)	MoH	Local	Proximity (S/M/L)	Impact (H/M/L)	Complexity (H/M/L)
20	Improve placement matching process to increase retention and improve placement experience in partnership with universities.	<ul style="list-style-type: none"> • Workforce Inclusion • Graduate Experience • Workforce Development 		✓	M	H	H
21	Define the variety of career pathways available for AH professionals with NSW Health.	<ul style="list-style-type: none"> • Workforce Strategy 	✓		M	M	L
22	Develop resources to increase awareness of student funding support available, and include support services as part of new 'Graduate Pipeline Conversion Officer' remit.	<ul style="list-style-type: none"> • Visibility • Employee Experience • Graduate Experience • Student Experience • Aboriginal Workforce • Workforce Inclusion 	✓	✓	M	M	M
23	Enable change and continuous improvement through LHD/SHNs sharing positive experiences, practices and outcomes to facilitate knowledge and capability sharing across LHD/SHNs.	<ul style="list-style-type: none"> • Sector Transformation • Workforce Strategy 	✓	✓	L	M	L
24	Design and implement a training program that supports the development of core and common AH capabilities, to support a transition from private to public health, particularly for those occupations in high demand or that may require an internship year that was completed outside of NSW Health.	<ul style="list-style-type: none"> • Workforce Strategy • Graduate Pipeline Expansion • Sector Transformation 	✓	✓	L	M	L

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Appendices

Appendix 1: External Research Insights

Appendix 2: Acknowledgements

Appendix 3: Labour Market Analysis Data Sources

Appendix 1: External research insights (1/3)

Factors increasing demand for AH Professionals

Over the past five years, the AH professions have experienced significant disruption as a result of several drivers of change. These drivers have resulted in an increased demand for AH professionals. Looking to the future, it is expected that these drivers will continue to bring about change and an increased demand for AH professionals at an accelerated rate.



Ageing population

The median age of the population is increasing, as is the average age of the wider AH workforce. These shifts result in significant implications for the health system, AH services and the needs of the AH workforce.



Technology advances

Advancements in technology are constantly enhancing the diagnostic and treatment methodologies and options for our AH professions, leading to a wider and increased range of services and patient profiles (e.g. paediatrics) and increased and ongoing training and development requirements.



Rise in chronic diseases

The demand for AH professionals has increased due to a combination of factors, including the rising incidence of chronic disease, the ongoing impacts of COVID-19, and a growing emphasis on preventative care.



Increased access to healthcare and reform

The pandemic and healthcare reforms have led to significant improvements in healthcare accessibility, leading to a surge in demand for AH services.



Workforce shortages and increased demand

There is a global shortage of AH professionals (increased for some AH occupations), and an increasing demand for AH services, resulting in international competition for talent, further exacerbating the shortage across Australia and NSW.



Disruption

Healthcare is undergoing a paradigm shift with the emergence of novel approaches (e.g. Amazon), which is poised to alter consumer expectations and lead to a surge in demand for AH professionals. This market disruption, coupled with various other drivers of change, is expected to have a substantial impact on the AH profession.

Key themes impacting the AH graduate pipeline

The external research examined factors impacting the AH graduate pipeline, and identified a number of key themes requiring further exploration with subject matter experts. Key themes and observations explored include:



New entry level pathways and models

There is an increased number of entry level pathways available and competition for labour market entrants.



Connection to purpose and place

Creating a strong sense of purpose and connection to the people and community of employment is a strong predictor of retention.



Student and graduate engagement

A positive employee experience starts well before the employee commences with the organisation. It starts with positive interactions while the candidate is still studying and considering their options.



Early exposure to AH careers and pathways

There is limited awareness of the career opportunities across the AH profession. Awareness of AH career opportunities often comes about through a family member or friend, or through being treated by an AH professional.



New workforce models and education initiatives

Collaborative, multidisciplinary workforce and education models are strengthening relationships and pathways between universities and organisations.



Safe and inclusive workplace




A safe and inclusive workplace culture is a vital consideration for students and graduates in selecting an organisation as their future employer of choice.



Increased sector and industry collaboration

There is growing collaboration across sectors and industries to develop professions, along with an expanded range of learning types and modes that improve accessibility, efficiency, and effectiveness of professional development. This needs to be utilised to support practitioners in an ever-changing environment.




Appendix 1: External research insights (2/3)

 Ageing population	 Technology advances	 Rise in chronic diseases
<p>The median age of the population is increasing, as is the average age of the wider AH workforce. These shifts result in significant implications for the health system, AH services and the needs of the AH workforce.</p> <ul style="list-style-type: none"> The proportion of the Australian population aged over 65 is projected to increase from 15% in 2019 to 23% by 2051.* As a result, there has been and will continue to be an increased demand for health care services, including those provided by AH professionals. There are also implications for an ageing AH workforce, with the median age increasing, and with research suggesting the largest proportion of the wider AH workforce is aged 45 years and older.** The ageing workforce profile, combined with the presence of multiple generations in the workforce, highlights the growing need for flexible working arrangements, supporting systems and knowledge management strategies. 	<p>Advancements in technology are constantly enhancing the diagnostic and treatment methodologies and options for our AH professions, leading to a wider and increased range of services and patient profiles (e.g. paediatrics) and increased and ongoing training and development requirements.</p> <ul style="list-style-type: none"> Advances in technology have led to new and more complex health interventions, impacting models of care and often resulting in a higher demand for services and treatments supported by AH occupations. Through engagement, various professionals highlighted significant and rapid technological advancements along with the subsequent need to maintain currency in diagnostics, treatment methods and enabling technologies. Rapid advances in technology have also increased paediatric diagnostic and treatment options, often resulting in early intervention, increased diagnosis of medical conditions, and improved patient outcomes. These advances have ultimately resulted in an increased demand for paediatric AH services. This places high demands on professionals to invest in ongoing professional development. Some examples of these technological advancements include; robotics, virtual and augmented reality systems, wearable devices, imaging, telehealth technology, improved patient management systems, advanced laboratory equipment, and AI. 	<p>The demand for AH professionals has increased due to a combination of factors, including the rising incidence of chronic disease, the ongoing impacts of COVID-19, and a growing emphasis on preventative care.</p> <ul style="list-style-type: none"> A rise in chronic diseases in Australia: in particular, type 2 diabetes (the most prevalent chronic disease in Australia), cardiovascular disease, mental health, cancer and chronic obstructive pulmonary disease (COPD), have increased the demand for services from AH professionals. In addition, with the rise of COVID-19 and other chronic illnesses, there has been an increased focus on preventative care and general health and wellness—often supported by AH occupations. The increasing prevalence of chronic diseases combined with workforce shortages, and rapid advances in other drivers of change (e.g. supporting technologies) will likely have significant implications for models of care, leading to the greater utilisation of transdisciplinary teams and increased involvement of all segments of the patient care workforce, including AH, medical, and nursing professionals.

* Source: Australian Bureau of Statistics

** Source: Australian Institute of Health and Welfare (AIHW)

Appendix 1: External research insights (3/3)

 Increased access to healthcare and reform	 Workforce shortages and increased demand	 Disruption
<p>The pandemic and healthcare reforms have led to significant improvements in healthcare accessibility, leading to a surge in demand for AH services.</p> <ul style="list-style-type: none"> With the implementation and increased utilisation of telehealth, virtual care and other health initiatives (e.g. National Disability Insurance Scheme, Primary Health Networks, Medicare Benefits Schedule review, Pharmaceutical Benefits Scheme (PBS)) aimed at increasing access to healthcare, there has been an increasing demand for health services and subsequent increased demand for AH services and professionals. The most significant demand driver is likely to be through the increased demand in the Disability Sector –articulated in the NDIS National Workforce Plan 2021-2025. This includes the sector taking innovative approaches to attract AH professionals into their realms. Globally, we have seen the emergence of disruptive health markets (e.g. Amazon acquisition of One Medical). This disruption will likely see a further impact on the increased demand and competition for the AH workforce and increased demands on the public sector AH services. 	<p>There is a global shortage of AH professionals, and an increasing demand for AH services, resulting in international competition for talent, further exacerbating the shortage across Australia and NSW.</p> <ul style="list-style-type: none"> There is a global shortage of AH professionals, particularly in high demand occupations, resulting in international sourcing of those occupations in high demand but short supply. The engagement with students identified that the Singapore Health Service and UK National Health Service are actively targeting and recruiting AH students and graduates from Australia with attractive packages (e.g. Audiologists and Radiographers). There is a strong interstate demand for qualified AH professionals, creating “domestic” competition for students and graduates. Along with the increase in demand for AH services created by the disruptive health markets and disability services discussed earlier, this is likely to further disrupt the available workforce and create increased competition in the market for talent. 	<p>Healthcare is undergoing a paradigm shift with the emergence of novel approaches (e.g. Amazon), which is poised to alter consumer expectations and lead to a surge in demand for AH professionals. This market disruption, coupled with various other drivers of change, is expected to have a substantial impact on the AH profession.</p> <ul style="list-style-type: none"> Globally, we have seen the emergence of disruptive health markets (e.g. Amazon acquisition of One Medical). This disruption will likely see a further impact on the increased demand and competition for the AH workforce and increased demands on the public sector AH services. The research suggested these emerging models will have massive implications for how healthcare data is utilised and how emerging technologies such as AI. This market disruption, coupled with the other drivers discussed in this summary highlight the dynamic and rapidly changing environment in which these health professionals learn, practice, mature and develop.

Appendix 2: Acknowledgements

1. NSW Ministry of Health Project Team

- Andrew Davison – Chief Allied Health Officer
- Hassan Kadous – Principal Allied Health Advisor
- Karla Armson – Senior Allied Health Project Officer

2. NSW Health - Ministry of Health Stakeholder Consultations

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- Hassan Kadous – Principal Allied Health Advisor, WPTD
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- Helen Cox – Talent Lead, WPTD
- Kezia Blackledge – Senior Project Officer, Aboriginal Workforce Unit, WPTD
- Farah Irani – Business Analyst /Project Manager, WPTD

3. Consultations (focus groups)

- Allied Health University Forum
- NSW Health State Directors of Allied Health
- NSW Health Allied Health Advisory Chairs
- TAFE – represented by Dr Volker
- NSW Health Allied Health Graduates
- Third and final year students (several Universities)
- NSW Health Student Educators
- Chief Allied Health Officers of Australian States and Jurisdictions
- Health Education and Training (HETI)
- Indigenous Allied Health Australia (IAHA)

Appendix 3: Labour Market Analysis Data Sources

- Australian Government Australian Bureau of Statistics, ANZSCO - Australian and New Zealand Standard Classification of Occupations, <https://www.abs.gov.au/statistics/classifications/anzsco-australian-and-new-zealand-standard-classification-occupations/latest-release>, released November 2022
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