

2019

# COMMUNITY SECTOR AND DEVELOPMENT

INDUSTRY REFERENCE COMMITTEE  
INDUSTRY SKILLS FORECAST



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

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# Executive Summary

The Community Sector and Development (CS&D) sector provides a spectrum of essential services to the Health Care and Social Assistance industry, including community services, Indigenous environmental health, population health, volunteering, youth services, child protection, youth justice and housing. The workforce encompasses a diverse range of job roles and functions, as the sector often overlaps with other sectors such as Housing, Health Services and Disability. The job roles supported by the Training Package can involve undertaking operational, service-based and/or supervisory and management activities.

The CS&D Training Package Products are packaged within the *CHC Community Services Training Package* and consist of 25 qualifications that support pathways to employment in various job roles across the community services and health sectors. Overall, the Health Care and Social Assistance industry workforce is expected to grow significantly over the next five years, with forecasts indicating it will reach 1.9 million workers in 2023. This growth will undoubtedly include many job roles supported by these Training Package Products.

The CS&D sector overall has been experiencing several challenges which are impacting workforce skills requirements, including:

- Government policy/legislation changes – a number of national and state/territory-based Royal Commissions into areas of relevance for the CS&D sector (i.e. child protection, family violence, aged care, etc.) have released key recommendations impacting workforce practices

- Skills shortages - skills gaps identified represent a combination of technical and ‘soft skill’ areas (e.g. cultural and engagement skills with various population groups, skills to identify family violence incidents, etc.)
- Low retention of staff
- Lack of career progression opportunities available
- Caseload management – the number of cases assigned to a practitioner and the associated time pressure poses a significant issue for the CS&D workforce.

There is no Training Package Product development work proposed for 2019–2020. Please note that work is currently being conducted to update the following Training Package Products:

- HLT26115 Certificate II in Indigenous Environmental Health
- CHC42215 Certificate IV in Social Housing.

A separate Case for Change is being developed in relation to qualifications in the community services; child, youth and family intervention; youth work; and youth justice areas.

Note: The National Schedule details the Training Package update and development work commissioned by the Australian Industry and Skills Committee (AISC). The National Schedule is informed by this Industry Skills Forecast, which outlines the proposed timing for the update of existing Training Package Products. This Forecast has been compiled using a number of information sources, including academic literature, statistical data, Industry Reference Committee (IRC) member input and expertise, feedback received via public consultation, SkillsIQ's *2019 Future Skills Survey*, and an industry analysis of both new and emerging workforce skills needs overseen by the Community Sector & Development IRC.

# Administrative Information

## Industry Reference Committee (IRC)

### Community Sector and Development

The Community Sector and Development Industry Reference Committee (CS&D IRC) provides the industry engagement mechanism at the centre of Training Package Product development for the community services sector. The CS&D IRC is comprised of industry representatives with expertise from a cross-section of the community services sector, and its primary purpose is to provide advice to the Australian Industry and Skills Committee (AISC) about the skills needs of the community services sector.

## Skills Service Organisation (SSO)

### SkillsIQ Limited

SkillsIQ supports 19 IRCs representing diverse 'people-facing' sectors. These sectors provide services to people in a variety of contexts such as customer, patient or client. The IRCs are collectively responsible for overseeing the development and review of Training Package Products, including qualifications, serving the skills needs of sectors comprising almost 50 per cent of the Australian workforce.

## SkillsIQ's Industry Reference Committees (IRCs)

- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Disability Support
- Direct Client Care and Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services.

“ It takes skill to make a difference. We will only get skilled, valued and rounded workers when training provider, employee and employer are connected in their views on continuous learning. ”

SkillsIQ's Cross-sector Skills Committee

## IRC Sign-off

Sign-off of this Industry Skills Forecast and Proposed Schedule of Work has been confirmed by the Community Sector and Development Industry Reference Committee.

**Sha Cordingley,**  
**Chair**

# A. Skills Forecast

## A.1 Sector Overview

### Introduction

The Community Sector and Development (CS&D) sector comprises valuable workers who provide indispensable services to deliver a spectrum of social assistance and health care services.<sup>1</sup> The common thread in roles within the CS&D remit is their contribution to communities by way of providing care to those who require support.

**Figure 1:** Community Sector and Development (CS&D) Training Package Products – Overview of Sub-sectors



Job roles within the CS&D sector are varied and can be involved in undertaking operational, service-based and/or supervisory and management activities across the following sub-sectors:

### Community services

As described by the Productivity Commission, the main aim of the community services sector is to 'provide support to sustain and nurture the functioning of individuals, families and groups, to maximise their potential and to enhance community wellbeing.'<sup>2</sup>

It is a significant sector for Australia, with combined federal and state/territory government funding estimated to be over \$30 billion (2017–18). This amount includes the contributions to aged care (\$18.4 billion) and disability (\$6.4 billion),<sup>3</sup> both areas within which community and support workers are involved in aiding and connecting individuals to services.

Community support services are diverse and range from care and information activities to referrals and interventions with respect to working with families, children and vulnerable members of the community. As the sector often overlaps with other sectors such as housing, health,

education, aged services and disability, the workforce encompasses a diverse range of job roles and functions which are multi-levelled as well as requiring multiple skill areas.

### Indigenous environmental health / Population health

Environmental health refers to 'all the physical, chemical, and biological factors external to a person, and all the related factors that can potentially affect health. It is targeted towards preventing disease and creating health-supportive environments.'<sup>4</sup> For Aboriginal and Torres Strait Islander communities, the environment in which they live can have a significant impact on an individual's health, with key factors of influence identified as including:<sup>5</sup>

- water treatment and supply
- access to affordable and healthy food and food safety
- adequate housing and maintenance and minimisation of overcrowding
- rubbish collection and disposal
- sewage disposal
- animal control (including insects)
- dust control
- pollution control
- personal hygiene.

Individuals, communities, government and non-government bodies are collectively responsible for maintaining environmental standards to prevent and/or reduce health problems across the communities. These health problems can include respiratory, cardiovascular and renal diseases, cancers, eye and skin infections and sexually transmitted diseases (e.g. syphilis, chlamydia, etc.).

As part of this sub-sector, Indigenous environmental health workers have a significant role in bringing environmental health factors to an acceptable standard, to prevent associated health problems and suffering for Indigenous Australians. These workers can often be based in Aboriginal and Torres Strait Islander communities and be involved in undertaking a variety of functions, from attending repairs of facilities and infrastructures, to implementing community and health-based programs.

### Volunteering

Volunteering Australia defines volunteering as *'time willingly given for the common good and without financial gain.'*<sup>6</sup> Across Australia, the latest estimates show that 5.8 million people (representing nearly one-third, or 31%, of Australian adults) participated in voluntary work in 2014, with the value of voluntary work estimated to be \$43 billion.<sup>7</sup> The exact number of individuals participating in some form of volunteering work, however, is expected to be much higher because the national estimates are based on self-reporting Census data collections which restrict the definition of volunteering activity to that conducted through an organisation group only.<sup>8</sup>

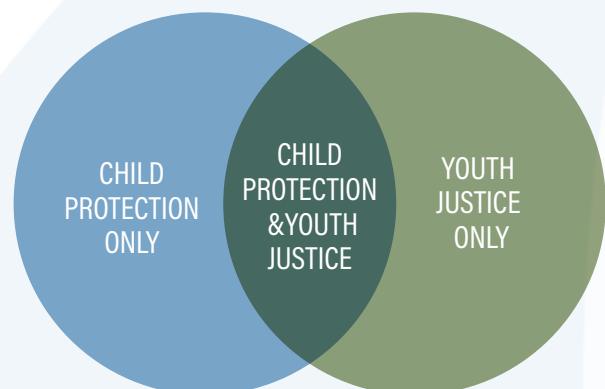
Volunteering is strongly embedded into Australia's community culture, and volunteering work can take place in a wide range of sectors including community services, sports, education, conservation, emergency management and health. In relation to the provision of community services, volunteers are involved in a range of roles including administrative and management roles, and direct service provision including referrals, community support, emergency relief and counselling, often alongside community and welfare practitioners.

### Working with and supporting youth

*"Youth work is an empowering practice that advocates for and facilitates a young person's independence, participation in society, connectedness and realisation of their rights."* [Australian Youth Affairs Coalition, AYAC].<sup>9</sup>

The community services work that entails youth work focuses on children and young people, specifically vulnerable children and young people. The service areas can be sensitive and complex, and often overlap as shown in Figure 2 where young people receiving child protection services may also be registered for youth justice supervision.

Figure 2: Overlap between child protection and youth justice supervision



Source: Australian Institute of Health and Welfare 2018. Young people in child protection and under youth justice supervision: 1 July 2013 to 30 June 2017. Data linkage series no. 24. Cat. no. CSI 26. Canberra: AIHW. [Figure 2.1]

The CS&D Training Package Products support workforce training in youth work, youth justice and child protection (i.e. child, youth and family intervention). The job roles across all three areas are diverse and will vary in terms of their job titles.

Their commonality, however, in servicing children and young people will mean awareness of, and engagement with, youth service areas outside the scope of these jobs roles will be important, as children and young people may receive a combination of services.



### **Youth services and child protection**

Across **youth service work**, unlike other community services areas, the primary focus is young people. The type of work can be varied, involving the engagement and encouragement of young people to establish their independence, participate in society, connect to those around them and increase their awareness of their own rights.<sup>10</sup> As youth work can entail all areas of a young person's life, support and information provision can range from health and education to social services and residential care.

**Child protection** is a specific service in place to protect children and young people from abuse, neglect or harm, and overall it is a significantly different area of service to that covered by general youth service work. It assists vulnerable children and young people who have been, or are at risk of being, abused, neglected or otherwise harmed, or whose parents are unable to provide adequate care or protection.<sup>11</sup> State and territory governments are responsible for statutory protection services. Child protection is an area that has been evolving extensively in recent years in response to

recommendations made by a number of national and state and territory-based Royal Commissions (see the *Challenges and Opportunities* section for further details regarding the Royal Commissions). Individual states and territories have been revising guidelines, processes and standards. For example, New South Wales is in the process of introducing a register of workers providing direct care to children and young people in residential care settings as a means of improving the safety of children and young people in contemporary out-of-home care.<sup>12</sup> The introduction of minimum requirements for accreditation for providing statutory out-of-home care and adoption services (i.e. NSW Child Safe Standards for Permanent Care) will impact training and registration requirements of the workforce involved in child protection services.

In 2017–18, approximately 159,000 children aged 0–17 received child protection services as they were either subject to an investigation, on a Care and Protection Order and/or in out-of-home care. This is equivalent to 28.7 per 1,000 children. This number represents an increase over the last five reported years of approximately 11% (as 143,000 children were registered in 2013–14).

Nearly three-quarters (72%) of children were repeat clients, and infants (children aged under one) were most likely to have received child protection services (37.8 per 1,000 children) compared to those aged one and over. Representation of Indigenous children receiving child protection services continues to be significantly higher than non-Indigenous children, equivalent to a rate eight times higher than that of non-Indigenous children.<sup>13</sup>

Workers involved in child protection services can represent a range of job roles such as child protection workers, social workers and support workers.

### **Youth justice**

This area of work involves carrying out justice to children or young individuals (predominantly 10–17 years old) who have committed or allegedly committed an offence.<sup>14</sup> A central component to the youth justice system is supervision of youth (who are awaiting sentencing or have been sentenced) in the community or, when necessary, in detention.<sup>15</sup> The youth justice system involves the police, courts, statutory youth justice agencies and non-government and community services providers in each state and territory.

A total of 11,007 young people aged 10–17 years were supervised by youth justice agencies across Australia (in 2015–16), with the majority (83.6%) supervised in the community either with supervised bail, on probation or on parole. Young people under youth justice supervision are more likely to be from the lowest socioeconomic areas (37%) compared to 6% from the highest socioeconomic areas. Indigenous young people are also more likely to be under supervision than non-Indigenous young people. Half of all young people reported to be under supervision were Indigenous.<sup>16</sup>

The youth justice system can involve employment in detention centres, youth justice centres and community centres involved in casework. The job roles involved in youth justice work can include a:

**Youth Justice Officer** - provides care, supervision and support to young people who offend, to create safer homes and communities.<sup>17</sup> This can involve the use of intervention, supervision, security procedures and

strategies that manage and encourage young people to make positive changes in their lives.

**Youth Outreach Officer** – works with youth as well as government agencies and local service providers in community service settings to support young people seen to be at risk of offending. The officer's aim is to support the youth in gaining information and accessing education, training, counselling and medical services.<sup>18</sup>

**Community Safety Patrol** (i.e. Day Patrol Officer, Night Patrol Officer and Youth Patrol Officer) – assists vulnerable people, referring them to other services for ongoing assistance, ensuring children and youth are safe, and working in partnership with local police to adhere to the requirements of the criminal justice system. Officers promote and raise awareness of community safety in the community.<sup>19</sup>

### **Housing**

Social housing programs across Australia provide rental housing at below-market rates to low-to-moderate income Australians who cannot afford housing on their own.<sup>20</sup> Access to affordable and secure housing is considered a fundamental factor of influence on an individual's health and wellbeing, and it plays an especially important service role in supporting people who are homeless or at risk of homelessness.

The main social housing programs across the country include public housing, state-owned and managed Indigenous housing, community housing and Indigenous community housing.<sup>21</sup> These may be supplied and managed by government entities or both public and private housing associations in individual states and territories. Over three-quarters of a million Australians (785,000) were living in social housing dwellings in 2017–18, which is equivalent to 419,000 dwellings. Applications for social housing allocations continue to be high with the latest data showing that 195,200 households were waiting (as at 30 June 2018) to be allocated some form of social housing.

The workforce involved in operating and managing the various social housing programs can be responsible for a range of activities including assessing applications,



planning allocations, maintaining facilities and engaging on a daily basis with tenants on matters relating to their households. The current VET qualification which supports this sub-sector, the CHC42215 *Certificate IV in Social Housing*, was approved for updating by the Australian Industry and Skills Committee (AISC) in 2018, and Training Package Product development work has commenced.

In addition to the sub-sectors outlined above, **chaplainship and pastoral care** are also supported by the CS&D Training Package Products. The job roles in these areas can involve providing ongoing ethical, moral and spiritual support to clients using a person-centred approach.

### Organisations Involved

Organisations operating in the CS&D sector and supported by the Training Package Products represent a range of government and non-government entities of different sizes, located across the country. Significant service deliverers include government (Commonwealth, state/territory and local), not-for-profit organisations, community-based organisations and non-government (i.e. for-profit) entities. Some examples and counts of relevant organisation types include:

- Five main Commonwealth government entities – the Department of Social Services, Centrelink (Department of Human Services), the Child Support Agency, the Australian Taxation Office (e.g. child support) and the Family Court of Australia
- Individual state/territory agencies (e.g. NSW Government Family & Community Services, QLD Government Department of Communities, Disability Services and Seniors, NT Government Department of Local Government, Housing and Community Development, etc.)
- 288 housing providers nationally, registered with the National Regulatory System Community Housing (NRSCH)<sup>22</sup>
- 35 correctional and detention centres<sup>23</sup>
- 112 youth custodial facilities<sup>24</sup>
- 8,794 volunteer organisations<sup>25</sup>
- 57,587 registered charities.<sup>26</sup>

### Stakeholders

Key stakeholders represent a range of organisations that perform a variety of strategic, regulatory and operational roles in the CS&D sectors within the wider community services and health sub-sectors. Stakeholders play an important role during Training Package Product reviews by supplying insights to ensure updates are in line with sector needs. Examples of stakeholder organisations include:

- Government departments and agencies (Commonwealth and state/territory-based)
- Peak bodies and industry associations (i.e. across the sub-sectors listed earlier)
- Employee associations
- State-based Industry Training Advisory Boards (ITABs)
- Registered Training Organisations (RTOs) and their representative bodies
- Small, medium and large-sized private and public employers located across metropolitan, regional, rural and remote areas, including for-profit and not-for-profit organisations.

### Challenges and Opportunities

Note: These findings are based on desk research and SkillsIQ's *2019 Future Skills Survey* (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the Community Sector and Development sector only. Insights and advice from IRC members and public consultation have also been used to compile and validate the information provided.

### Government policy / legislation changes

In recent years, the Commonwealth, as well as the South Australian, Victorian and Northern Territory governments, have announced Royal Commission investigations into areas which impact the CS&D sector:

- the Australian Government's *Royal Commission into the Institutional Responses to Child Sexual Abuse* (established November 2013)
- the South Australian *Child Protection Systems Royal Commission* (established in 2014)
- the Victorian *Royal Commission into Family Violence* (established February 2015)

- the Northern Territory's *Royal Commission into the Protection and Detention of Children* (established August 2016).

Each Royal Commission involved an extensive investigation into significant areas of concern regarding the treatment and support of vulnerable children and family members having experienced sexual abuse, family violence or incarceration. The recommendations from each Commission have been recognised by the respective state and territory governments and are currently shaping how community services and health sub-sectors respond to incidences within the scope of the findings. Many changes will impact the ways of working and the skills needs of the current workforce supported by these Training Package Products, with example role types being youth justice officers (e.g. in the Northern Territory), family and welfare support workers involved in family violence cases, youth service officers and child protection officers involved in supporting and protecting vulnerable children.

In addition to these four Royal Commissions, a number of others recently announced include the *Royal Commission into Aged Care Quality and Safety* (established in October 2018)<sup>27</sup> and the *Royal Commission into Victoria's Mental Health System* (established in February 2019).<sup>28</sup> These may also bring about key changes which will impact community service workers involved with or working in mental health care and/or aged care facilities, as well as stakeholders.

Overall, all workers in the CS&D sector will need to ensure they operate in line with new frameworks of engagement and responsiveness implemented in response to the recommendations of these different Royal Commissions.

### **Skills shortages**

The CS&D sub-sectors are experiencing skills shortages with their current workforce, and this issue has been confirmed by a number of stakeholders in SkillsIQ's *2019 Future Skills Survey*, as well as those investigations conducted through the various Royal Commissions mentioned earlier. The workforce is involved in operating and/or delivering frontline services to members of the public who in many cases are facing serious situations

compromising their health and wellbeing (e.g. family violence). Specialist skills in working with vulnerable groups are therefore often critical for many role types.

The skills gaps which have been identified represent a combination of technical and 'soft skill' areas, with examples including:

- A lack of skills among key personnel in identifying family violence incidents<sup>29</sup>
- A need to increase diversion and therapeutic approaches in youth justice practices<sup>30</sup>
- Cultural and engagement skills with various population groups, such as Aboriginal and Torres Strait Islander communities,<sup>31</sup> as well as other culturally and linguistically diverse (CALD) communities
- The knowledge and skills to engage with and support the increasing incidences of individuals accessing services with one or multiple presentations of:
  - mental health problems. In 2016–17, 8.9 million community mental health care service contacts were provided nationally to 420,000 people, representing on average 21 service contacts per client. This has been increasing across all states and territories<sup>32</sup>
  - alcohol and other drug dependencies
  - disabilities (i.e. physical, sensory, neurological, acquired brain injury, etc.)
  - chronic conditions – multiple presentations.

An ageing population means that the prevalence of many chronic conditions and disabilities will continue to grow and subsequently put additional pressures on health care and community services providers to meet the demand. Access to qualified and skilled staff is a priority for all providers in the CS&D sub-sectors, to ensure that clients are adequately supported and health and wellbeing is maximised for all.

### **Retention of staff**

The CS&D sector is heavily reliant on human resources and therefore establishing a stable and skilled workforce is fundamental to providing services. Staff turnover, however, is impacting many providers in the sector and this has been an ongoing issue identified across all states



and territories and recognised in a range of publications and reports. For example, a decade ago, the retention of staff was an issue identified across community services, and specifically within the family relationship services sub-sector, as noted by Family Relationship Services Australia.<sup>33</sup> More recently, retention issues and the need for adequate workforce strategies to attract suitable candidates and staff were declared in the fields of child protection (as published by the Victorian Auditor-General's Office)<sup>34</sup> and the wider community services sub-sector (as examined by the NSW Council of Social Service).<sup>35</sup>

Reasons for staff turnover are attributed to various factors including a lack of career pathways, the difficulty or complexity of client demands, the lack of security of employment and the burn-out of staff.<sup>36</sup> Casualisation of the workforce is a growing trend across Australia. The CS&D sub-sectors involved in disability support and care, however, are specifically experiencing a large increase in the hiring of part-time workers. In small and medium-sized organisations, casual employment is the most common employment type.<sup>37</sup> Casualisation trends may be attributed to the insecurity of funding as employers adapt to the implementation of the National Disability Insurance Scheme (NDIS), Consumer-Directed Care (CDC) and individualised funding models.

An ageing workforce is also a contributing factor to the numbers of staff leaving the sector, and employers are challenged in adapting workplace arrangements that will

encourage a substantial number of mature-age workers to remain in work. The advantages of retaining mature-age workers include their extensive work experience, maturity levels/professionalism, strong work ethic and reliability.<sup>38</sup> Strategies to establish workforce sustainability issues, including the retention of mature-age workers, are required at both a government and an institutional level and should involve changes to human resource practices, raising the profile and status of the workforce, and implementing sector-wide strategies to address workplace remuneration and conditions.<sup>39</sup>

#### **Lack of career progression**

Opportunities to progress in the CS&D sub-sectors are limited, with particular issues raised across youth work (by the Australian Youth Affairs Coalition) and the Victorian community services sub-sector (by the Victorian Council of Social Service, VCOSS). For example, the VCOSS report published in 2018, *Supporting Australia's future community services workforce*, highlights the fact that there are limited development, promotion and specialist role opportunities for the community services workforce.<sup>40</sup> In the youth services sub-sector there are relatively few management-level positions available to youth workers, and even so, those management-level positions that do exist can be viewed unfavourably as these roles do not involve working directly with young people.<sup>41</sup> The workforce strongly desires more varied and innovative career progression opportunities.

Career progression is therefore one of a handful of critical factors which employees subjectively take into account when assessing their employment conditions and satisfaction levels, and established career pathways within the CS&D sub-sectors can support improving the retention of staff, as outlined earlier.

### **Caseload management**

Case management involves the holistic planning and facilitation of services to meet an individual's care needs.<sup>42</sup> The number of cases assigned to a practitioner, and the associated time pressures, pose a significant issue for the CS&D sector and workforce. The Victorian Auditor-General's Report *Maintaining the Mental Health of Child Protection Practitioners* (2018) has identified unreasonable caseloads as a primary mental health risk for child protection practitioners. Between 2009–10 and 2015–16, more than 105,000 reports were filed with child protection services, translating to a 42% increase in caseloads over the period. Practitioners may be managing more than 25 cases at any one time, which places significant pressures on workers to effectively support clients and their families.<sup>43</sup> These pressures can cause low job satisfaction and recruitment and retention issues for organisations.

The development of skills in caseload management, including self-management, resilience and emotional intelligence, is critically important for community services workers. Currently there is no single policy-driven initiative regarding caseload management, and it remains a significant challenge for sectors supported by these Training Package Products. Improving caseload management will be vital to encouraging worker satisfaction and the retention of workers.

### **Vocational Education and Training (VET) Qualifications Supporting the Sector**

The nationally recognised Vocational Education and Training (VET) qualifications that cater to this sector are:

#### **Volunteering**

- CHC14015 Certificate I in Active Volunteering
- CHC24015 Certificate II in Active Volunteering
- CHC34015 Certificate III in Active Volunteering
- CHC44015 Certificate IV in Coordination of Volunteer Programs

#### **Community Services**

- CHC22015 Certificate II in Community Services
- CHC32015 Certificate III in Community Services
- CHC42015 Certificate IV in Community Services
- CHC52015 Diploma of Community Services

#### **Community Development**

- CHC42115 Certificate IV in Community Development
- CHC52115 Diploma of Community Development
- CHC62015 Advanced Diploma of Community Sector Management

#### **Child, Youth and Family**

- CHC40313 Certificate IV in Child, Youth and Family Intervention
- CHC50313 Diploma of Child, Youth and Family Intervention

#### **Youth Work**

- CHC40413 Certificate IV in Youth Work
- CHC50413 Diploma of Youth Work

#### **Youth Justice**

- CHC40513 Certificate IV in Youth Justice
- CHC50513 Diploma of Youth Justice

#### **Social Housing**

- CHC42215 Certificate IV in Social Housing

#### **Chaplaincy and Pastoral Care**

- CHC42315 Certificate IV in Chaplaincy and Pastoral Care

#### **Population Health**

- HLT26015 Certificate II in Population Health
- HLT36015 Certificate III in Population Health
- HLT46015 Certificate IV in Population Health

#### **Indigenous Environmental Health**

- HLT26115 Certificate II in Indigenous Environmental Health
- HLT36115 Certificate III in Indigenous Environmental Health
- HLT46115 Certificate IV in Indigenous Environmental Health.

**Table 1:** Number of Registered Training Organisations (RTOs) by nationally recognised **Community Sector & Development** qualifications on scope – Community Sector and Development Training Package Products

Qualification Code	Qualification Name	No. of RTOs with Qualification on Scope
<b>Volunteering</b>		
CHC14015	Certificate I in Active Volunteering	22
CHC24015	Certificate II in Active Volunteering	33
CHC34015	Certificate III in Active Volunteering	10
CHC44015	Certificate IV in Coordination of Volunteer Programs	7
<b>Community Services</b>		
CHC22015	Certificate II in Community Services	135
CHC32015	Certificate III in Community Services	133
CHC42015	Certificate IV in Community Services	114
CHC52015	Diploma of Community Services	188
<b>Community Development</b>		
CHC42115	Certificate IV in Community Development	9
CHC52115	Diploma of Community Development	13
CHC62015	Advanced Diploma of Community Sector Management	49
<b>Child, Youth and Family</b>		
CHC40313	Certificate IV in Child, Youth and Family Intervention	31
CHC50313	Diploma of Child, Youth and Family Intervention	10
<b>Youth Work</b>		
CHC40413	Certificate IV in Youth Work	61
CHC50413	Diploma of Youth Work	34
<b>Youth Justice</b>		
CHC40513	Certificate IV in Youth Justice	10
CHC50513	Diploma of Youth Justice	5
<b>Social Housing</b>		
CHC42215	Certificate IV in Social Housing	4
<b>Chaplaincy and Pastoral Care</b>		
CHC42315	Certificate IV in Chaplaincy and Pastoral Care	11
<b>Population Health</b>		
HLT26015	Certificate II in Population Health	2
HLT36015	Certificate III in Population Health	3
HLT46015	Certificate IV in Population Health	2
<b>Indigenous Environmental Health</b>		
HLT26115	Certificate II in Indigenous Environmental Health	2
HLT36115	Certificate III in Indigenous Environmental Health	2
HLT46115	Certificate IV in Indigenous Environmental Health	0

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 14 January 2019.



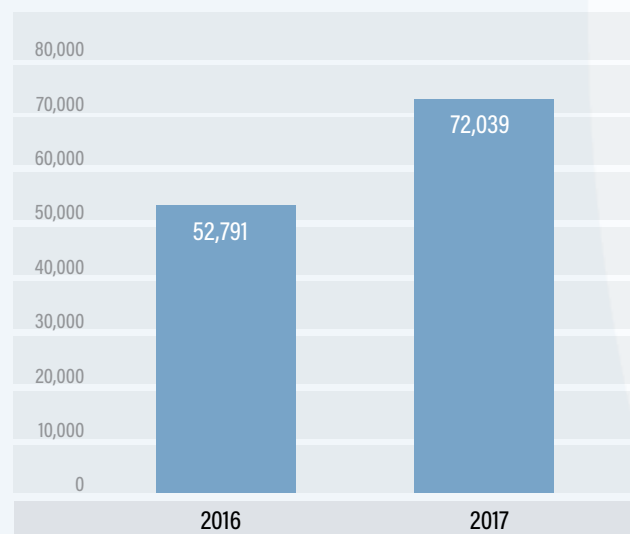
### Enrolments and Completions

In 2017, there were approximately **72,000 enrolments** across all VET qualifications catered for by the CS&D Training Package Products. This represents an increase of **36.5%** (equivalent to 19,248 enrolments) from 2016 (see Figure 3).

The most popular qualifications in 2017 were:

- CHC52015 - Diploma of Community Services (18,527 enrolments) and
- CHC32015 - Certificate III in Community Services (17,332 enrolments).

**Figure 3:** Total number of enrolments (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Community Sector and Development Training Package Products, 2016-2017



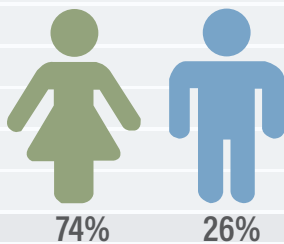
Source: NCVET VOCSTATS, Program enrolments 2017

A snapshot of key traits of the *CHC* and *HLT CS&D Training Package Products* enrolments for 2017 is provided below, followed by a breakdown of enrolments and completions for individual qualifications (see Table 2 and Table 3).

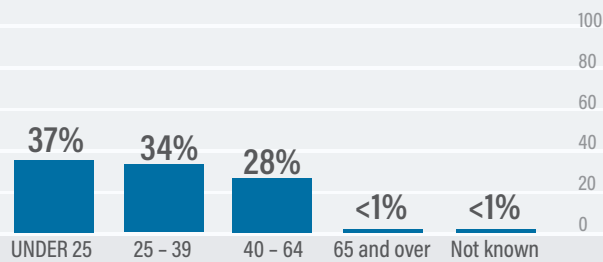
## 2017 ENROLMENT SNAPSHOT

### COMMUNITY SECTOR AND DEVELOPMENT TRAINING PACKAGE PRODUCTS

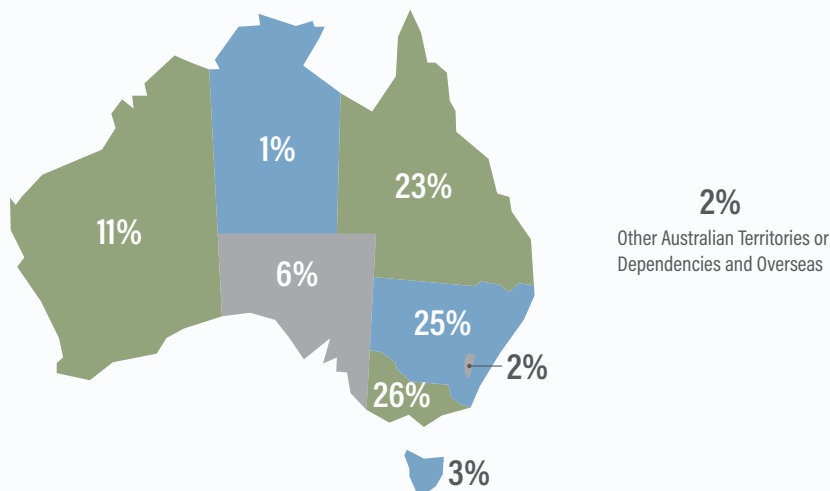
#### GENDER



#### AGE

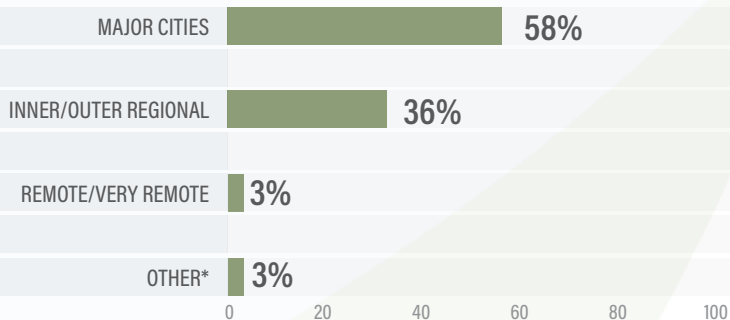


#### STATE/TERRITORY OF RESIDENCE



#### STUDENT REMOTENESS REGION

2011 Accessibility and Remoteness Index of Australia (ARIA+)



Source: NCVER VOCSTATS (Program enrolments 2017 by various breakdowns)

\*Includes 'Outside Australia' and 'Not known.'

#### General notes on statistics:

1. Enrolment and completion data is sourced from NCVER VOCSTATS (program enrolments and completions 2016–2017), accessed December 2018.
2. It is important to note that not all training providers were required to submit enrolment and completion data at the time of collection, and some figures presented may therefore under-represent the true count of enrolments and completions for a qualification. From 2018, **all** training providers were required to submit data, and current discrepancies noted in the national NCVER figures versus actual attendance should therefore be minimal in future releases. The data presented in this report is shown for indicative purposes.
3. Figures reflect public and private RTO data.
4. Completion data for 2017 represents preliminary outcomes (i.e. not a full year).
5. Superseded qualifications and their respective enrolment and completion data are not tabled.
6. '-' symbol indicates the qualification was not listed in NCVER data at time of reporting.

**Table 2:** Total number of enrolments (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Community Sector and Development Training Package Products, 2016–2017

Qualification	2016	2017	TOTAL
<b>Volunteering</b>			
CHC14015 Certificate I in Active Volunteering	462	472	934
CHC24015 Certificate II in Active Volunteering	1,553	3,230	4,783
CHC34015 Certificate III in Active Volunteering	553	938	1,491
CHC44015 Certificate IV in Coordination of Volunteer Programs	36	41	77
<b>Community Services</b>			
CHC22015 Certificate II in Community Services	4,374	6,992	11,366
CHC32015 Certificate III in Community Services	8,332	17,332	25,664
CHC42015 Certificate IV in Community Services	4,822	7,403	12,225
CHC52015 Diploma of Community Services	16,326	18,527	34,853
<b>Community Development</b>			
CHC42115 Certificate IV in Community Development	141	205	346
CHC52115 Diploma of Community Development	120	193	313
CHC62015 Advanced Diploma of Community Sector Management	1,223	2,091	3,314
<b>Child, Youth and Family</b>			
CHC40313 Certificate IV in Child, Youth and Family Intervention	619	1,753	2,372
CHC50313 Diploma of Child, Youth and Family Intervention	799	942	1,741
<b>Youth Work</b>			
CHC40413 Certificate IV in Youth Work	4,648	4,979	9,627
CHC50413 Diploma of Youth Work	7,485	5,414	12,899
<b>Youth Justice</b>			
CHC40513 Certificate IV in Youth Justice	229	170	399
CHC50513 Diploma of Youth Justice	526	322	848
<b>Social Housing</b>			
CHC42215 Certificate IV in Social Housing	186	406	592
<b>Chaplaincy and Pastoral Care</b>			
CHC42315 Certificate IV in Chaplaincy and Pastoral Care	278	430	708
<b>Population Health</b>			
HLT26015 Certificate II in Population Health	0	141	141
HLT36015 Certificate III in Population Health	3	0	3
HLT46015 Certificate IV in Population Health	8	25	33
<b>Indigenous Environmental Health</b>			
HLT26115 Certificate II in Indigenous Environmental Health	0	5	5
HLT36115 Certificate III in Indigenous Environmental Health	-	-	-
HLT46115 Certificate IV in Indigenous Environmental Health	-	-	-

Source: NCVET VOCSTATS, accessed December 2018.



**Table 3:** Total number of completions (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Community Sector and Development Training Package Products, 2016–2017

Qualification	2016	2017	TOTAL
<b>Volunteering</b>			
CHC14015 Certificate I in Active Volunteering	373	280	653
CHC24015 Certificate II in Active Volunteering	466	1,255	1,721
CHC34015 Certificate III in Active Volunteering	103	209	312
CHC44015 Certificate IV in Coordination of Volunteer Programs	5	11	16
<b>Community Services</b>			
CHC22015 Certificate II in Community Services	1,408	2,753	4,161
CHC32015 Certificate III in Community Services	952	2,423	3,375
CHC42015 Certificate IV in Community Services	1,484	2,343	3,827
CHC52015 Diploma of Community Services	1,403	3,300	4,703
<b>Community Development</b>			
CHC42115 Certificate IV in Community Development	42	57	99
CHC52115 Diploma of Community Development	16	35	51
CHC62015 Advanced Diploma of Community Sector Management	87	473	560
<b>Child, Youth and Family</b>			
CHC40313 Certificate IV in Child, Youth and Family Intervention	261	234	495
CHC50313 Diploma of Child, Youth and Family Intervention	153	185	338
<b>Youth Work</b>			
CHC40413 Certificate IV in Youth Work	903	819	1,722
CHC50413 Diploma of Youth Work	562	604	1,166
<b>Youth Justice</b>			
CHC40513 Certificate IV in Youth Justice	72	59	131
CHC50513 Diploma of Youth Justice	38	30	68
<b>Social Housing</b>			
CHC42215 Certificate IV in Social Housing	47	27	74
<b>Chaplaincy and Pastoral Care</b>			
CHC42315 Certificate IV in Chaplaincy and Pastoral Care	48	85	133
<b>Population Health</b>			
HLT26015 Certificate II in Population Health	0	69	69
HLT36015 Certificate III in Population Health	0	6	6
HLT46015 Certificate IV in Population Health	0	6	6
<b>Indigenous Environmental Health</b>			
HLT26115 Certificate II in Indigenous Environmental Health	0	5	5
HLT36115 Certificate III in Indigenous Environmental Health	-	-	-
HLT46115 Certificate IV in Indigenous Environmental Health	-	-	-

Source: NCVET VOCSTATS, accessed December 2018.

## A.2 Employment and Skills Outlook Overview

### Employment – Current and Projected

Note: The principal data source that provides workforce data and trends regarding roles of relevance to these Training Package Products at a national level is Census data collected by the Australian Bureau of Statistics (ABS) and the Department of Jobs and Small Business. The workforce statistics and projections presented in this section are based on Census collections and are reported according to prescribed Australian and New Zealand Standard Industrial Classification (ANZSIC) and Australian and New Zealand Standard Classification of Occupations classifications (ANZSCO).

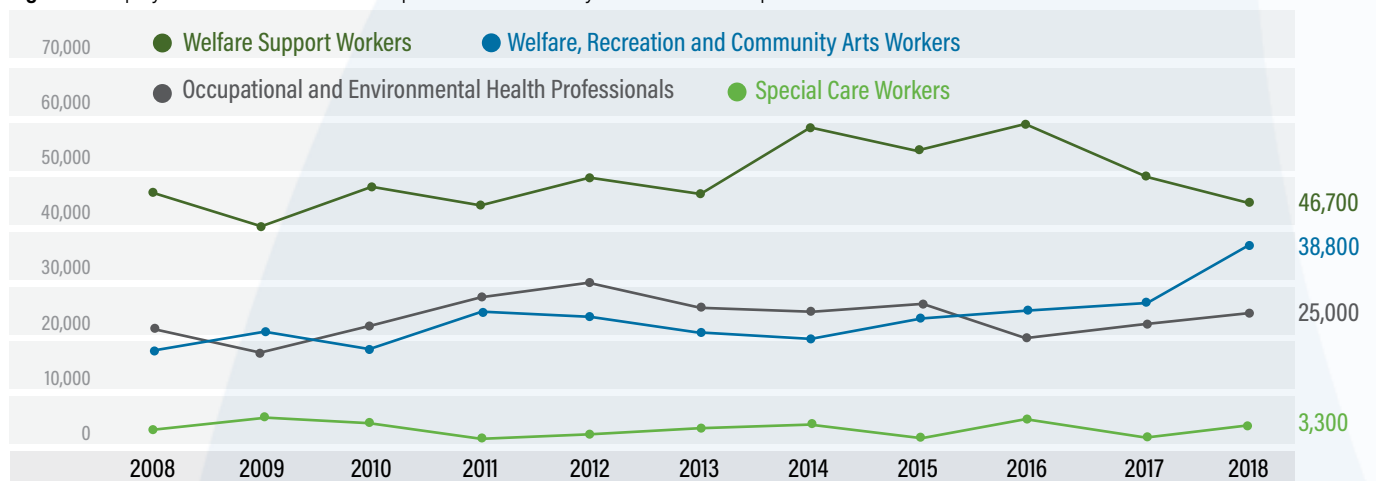
The current definitions, and the labelling used for some ANZSIC and ANZSCO codes, as well as the aggregation of roles across codes, can be limited in providing a true picture of some sectors' workforce. Sectors can host a multitude of job functions, and consequently comprise job titles which go beyond the categories listed in ANZSCO. The statistics in this section are provided as an indicative overview of the sector only.

Job roles covered by the CS&D Training Package Products are captured across the following ANZSCO categories:

- ANZSCO 4117 **Welfare Support Workers** – representing in aggregate Community Workers, Family Support Workers, Residential Care Officers, Youth Workers, and Parole or Probation Officers.
- ANZSCO 2726 **Welfare, Recreation and Community Arts Workers** – representing in aggregate Community Arts Workers, Recreation Officers, and Welfare Workers.
- ANZSCO 2513 **Occupational and Environmental Health Professionals** – representing in aggregate Environmental Health Officers and Occupational Health and Safety Advisers, and Coordinators or Officers.
- ANZSCO 4234 **Special Care Workers** – representing in aggregate Child or Youth Residential Care Assistant, Hostel or House Parent and Refugee Workers.

As at May 2018, there were **46,700** Welfare Support Workers, **38,800** Welfare, Recreation and Community Arts Workers, **25,000** Occupational and Environmental Health Professionals, and **3,300** Special Care Workers in Australia<sup>44</sup> (see Figure 4).

**Figure 4:** Employment level of selected occupations in Community Sector and Development - 2008 to 2018



Source: Department of Jobs and Small Business - Job Outlook, various ANZSCO codes, accessed 4 December 2018

Key traits of the workforce across the four main job categories charted above are outlined below in Table 4.

**Table 4:** Workforce traits of selected occupations in Community Sector and Development (2017)

Traits	Welfare Support Workers	Welfare, Recreation and Community Arts Workers	Occupational and Environmental Health Professionals	Special Care Workers
Average age	42 years (national average 40 years)	39 years (national average 40 years)	42 years (national average 40 years)	40 years (national average 40 years)
Gender - female	67.3% (national average 46.7%)	77.8% (national average 46.7%)	34.5% (national average 46.7%)	74.9% (national average 46.7%)
Location	NSW – 30.5% VIC – 21.9% QLD – 18.6% SA – 10.1% WA – 10.4% TAS – 3.2% NT – 3.0% ACT – 2.4%	NSW – 35.1% VIC – 17.3% QLD – 19.7% SA – 8.3% WA – 10.8% TAS – 3.8% NT – 2.1% ACT – 2.8%	NSW – 25.7% VIC – 27.3% QLD – 22.6% SA – 7.2% WA – 11.8% TAS – 1.6% NT – 2.3% ACT – 1.5%	NSW – 47.0% VIC – 14.2% QLD – 6.6% SA – 13.9% WA – 9.0% TAS – 1.5% NT – 5.4% ACT – 2.5%

Source: Department of Jobs and Small Business - Job Outlook, various ANZSCO codes, accessed 4 December 2018

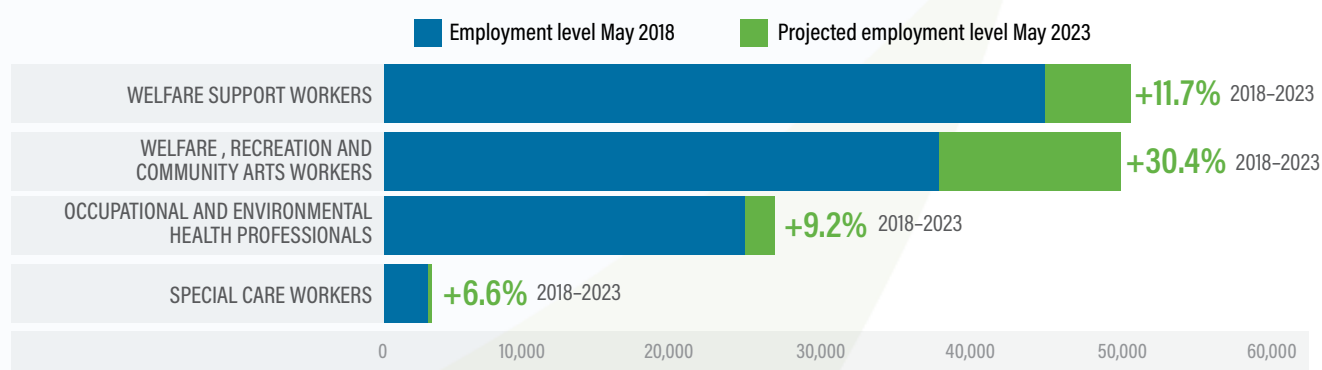
The data reported above is primarily sourced from the Department of Jobs and Small Business. Other data sources show workforce sizes for child protection occupations are as follows:

- 2,128 child protection case workers in New South Wales in 2014<sup>45</sup>
- More than 1,600 child protection practitioners in Melbourne in 2018<sup>46</sup> and
- 6,223 frontline child protection and family support workers (e.g. involving direct engagement with children,

in roles such as child protection workers, psychologists, education officers, family resource workers, parent support and residential care workers) in Queensland in 2016.<sup>47</sup>

Employment in Welfare Support Worker roles is forecast to experience strong growth over the next five years. Welfare Support Worker jobs are expected to grow 11.7%, whilst Special Care Workers are expected to experience a moderate level of future job growth, with a 6.6% increase in jobs over the next five years (see Figure 5)

**Figure 5:** Employment levels (May 2018 and May 2023) and forecast % growth to May 2023 for selected jobs in Community Sector and Development



Source: Department of Jobs and Small Business - Job Outlook, various ANZSCO codes, accessed 4 December 2018

Note: 'Job openings' can occur from new job creations but are mostly due to staff turnover (Department of Jobs and Small Business - Job Outlook).

## Future Skills

Note: These findings are based on desk research as well as SkillsIQ's *2019 Future Skills Survey* (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the Health Care, Social Assistance and Community Services sub-sectors only. Insights and advice from IRC members and public consultation have also been used to compile and validate the information provided.

The work environment across all industries is continuously evolving to adapt to external and internal industry trends. Technology, automation, Artificial Intelligence (AI),

globalisation, an ageing population, shifts in workforce demographics and industry (i.e. the transition from manufacturing and production to a largely service-based economy)<sup>48</sup> are just some of the ongoing trends driving change.

The CS&D sector, like others, has been impacted by these trends and, as a result, so too have the skills needs of the workforce. Whilst technical skills to perform job tasks are imperative, employers in the short-to-medium future will be looking beyond this and have indicated that it will be important for workers in their organisations to be **equipped with key soft skills:**



TEAMWORK AND  
COMMUNICATION



EMOTIONAL  
INTELLIGENCE



RESILIENCE, STRESS  
TOLERANCE AND  
FLEXIBILITY



SELF-  
MANAGEMENT

These results are in line with wider studies, including the World Economic Forum and its *Future of Jobs Survey 2018* which indicates that the top skills in demand in 2022 will include **leadership** and **emotional intelligence**, in addition to **analytical thinking** and **innovation, creativity, originality** and **initiative**.<sup>49</sup>

Employers, via the Department of Jobs and Small Business' ANZSCO profiles, also indicate that for the CS&D sector occupations, they are looking for workers with skills, so they can **care for, empathise** and **communicate with** a range of audiences.

The VET system plays a pivotal role in supporting employers and employees in adapting to technologies and changes in the workplace. Its role in providing the workforce with current and emerging skills will only grow more strongly in the future as it continues to support individuals entering the workplace or transitioning into different roles.<sup>50</sup>

The 12 generic skills listed below, including the descriptors, were provided by the Department of Education and Training for the purpose of being ranked by industry representatives. For the 2019 ranking exercise, an ‘Other’ generic skill option was included in the list to capture any additional key skills considered important for an industry. Please note that, in this case, no other generic skills were identified.

### Key Generic Skills – Ranked in Order of Importance

1	<b>Communication / Collaboration including virtual collaboration / Social intelligence</b> - Ability to understand and apply the principles of creating more value for customers with fewer resources (lean manufacturing) and collaborative skills. Ability to critically assess and develop content that uses new media forms and leverage these media for persuasive communications. Ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.
2	<b>Learning agility / Information literacy / Intellectual autonomy and self-management</b> - Ability to identify a need for information. Ability to identify, locate, evaluate, and effectively use and cite the information. Ability to discriminate and filter information for importance. Ability to do more with less. Ability to quickly develop a working knowledge of new systems to fulfil the expectations of a job.
3	<b>Managerial / Leadership</b> - Ability to effectively communicate with all functional areas in the organisation. Ability to represent and develop tasks and work processes for desired outcomes. Ability to oversee processes, guide initiatives and steer employees toward achievement of goals.
4	<b>Language, Literacy and Numeracy (LLN)</b> - Foundation skills of literacy and numeracy.
5	<b>Customer service / Marketing</b> - Ability to interact with other human beings, whether helping them find, choose or buy something. Ability to supply customers’ wants and needs both via face-to-face interactions or digital technology. Ability to manage online sales and marketing. Ability to understand and manage digital products.
6	<b>Design mindset / Thinking critically / System thinking / Solving problems</b> - Ability to adapt products to rapidly shifting consumer tastes and trends. Ability to determine the deeper meaning or significance of what is being expressed via technology. Ability to understand how things that are regarded as systems influence one another within a complete entity, or larger system. Ability to think holistically.
7	<b>Technology use and application skills</b> - Ability to create and/or use technical means, understand their interrelation with life, society, and the environment. Ability to understand and apply scientific or industrial processes, inventions, methods, etc. Ability to deal with increasing mechanisation and automation and computerisation. Ability to do work from mobile devices rather than from paper.
8	<b>Financial</b> - Ability to understand and apply core financial literacy concepts and metrics, streamlining processes such as budgeting, forecasting, and reporting, and stepping up compliance. Ability to manage costs and resources, and drive efficiency.
9	<b>Data analysis skills</b> - Ability to translate vast amounts of data into abstract concepts and understand data-based reasoning. Ability to use data effectively to improve programs, processes and business outcomes. Ability to work with large amounts of data: facts, figures, number crunching, analysing results.
10	<b>Environmental and Sustainability</b> - Ability to focus on problem solving and the development of applied solutions to environmental issues and resource pressures at local, national and international levels.
11	<b>Entrepreneurial</b> - Ability to take any idea, whether it be a product and/or service, and turn that concept into reality and not only bring it to market, but make it a viable product and/or service. Ability to focus on the very next step to get closer to the ultimate goal.
12	<b>Science, Technology, Engineering and Maths (STEM)</b> - Sciences, mathematics and scientific literacy.



### A.3 Key Drivers for Change Overview

#### Key Drivers

There is no new Training Package Product development work proposed for 2019–2020, as consultation with the IRC and the broader sector did not identify any significant skills gaps which require action. The CS&D Training Package Products are proposed for review instead in 2020–2021. These Training Package Products were initially scheduled for review in 2019–2020. However, the sector noted that it is vital to allow for the proper implementation and use of the Training Package Products which predominantly came into effect in December 2015. The Products were extensively reviewed during 2015.

#### Current Work in Progress

Update work is currently being conducted on the following Training Package Products:

- HLT26115 Certificate II in Indigenous Environmental Health
- CHC42215 Certificate IV in Social Housing.

A separate Case for Change is being developed in relation to qualifications in the community services; child, youth and family intervention; youth work; and youth justice areas. The qualifications included in the Case for Change\* are:

- CHC42015 Certificate IV in Community Services
- CHC52015 Diploma of Community Services
- CHC40313 Certificate IV in Child Youth and Family Intervention
- CHC40413 Certificate IV in Youth Work
- CHC40513 Certificate IV in Youth Justice
- CHC50313 Diploma of Child Youth and Family Intervention
- CHC50413 Diploma of Youth Work
- CHC50513 Diploma of Youth Justice
- CHC81215 Graduate Certificate in Statutory Child Protection\*\*
- *new* Certificate III in Community Safety Patrol.

Note: \* The work to update these qualifications was proposed and published in the *2017 Community Sector and Development Industry Skills Forecast*.<sup>51</sup> The work was approved by the AISC prior to the implementation of new protocols for Training Package Product updates which removed the requirement to submit a Case for Change. As a result, a Case for Change is still required for the qualifications listed and is being developed. Work proposed in subsequent years will not require the development of a Case for Change, if approved by the AISC based on evidence contained within the Industry Skills Forecast.

\*\* In May 2019, this qualification was added to the scope of the CS&D IRC, having been originally housed and the responsibility of the Client Services IRC. Both the CS&D IRC and Client Services IRC, as well as the Department of Education and Training endorsed the change.

## A.4 Consultation Undertaken

A widespread multichannel consultation involving the following stakeholders has been conducted to identify and substantiate the key skills gaps and training needs of the sector, and to determine whether or not there is a need to update the respective Training Package Products:

- All Community Sector and Development Industry Reference Committee (IRC) members representing the following key bodies:
  - Australian Community Workers Association
  - Australian Services Union
  - Community Services & Health Industry Training Board (Vic)
  - Territory Families (NT Government)
  - Victorian Department of Health and Human Services.
- Networks of the Community Sector and Development IRC members
- A national online survey distributed via the SkillsIQ database between November 2018 and January 2019 that sought to identify top skills needs and priority industry issues
- Public consultation on the draft Industry Skills Forecast, which was publicised by e-mail to over 17,000 stakeholders registered in SkillsIQ's database network
- The Industry Skills Forecast, including the Proposed Schedule of Work, which was promoted to stakeholders and made available via SkillsIQ's website.

## B. Proposed Schedule of Work

### 2020–21

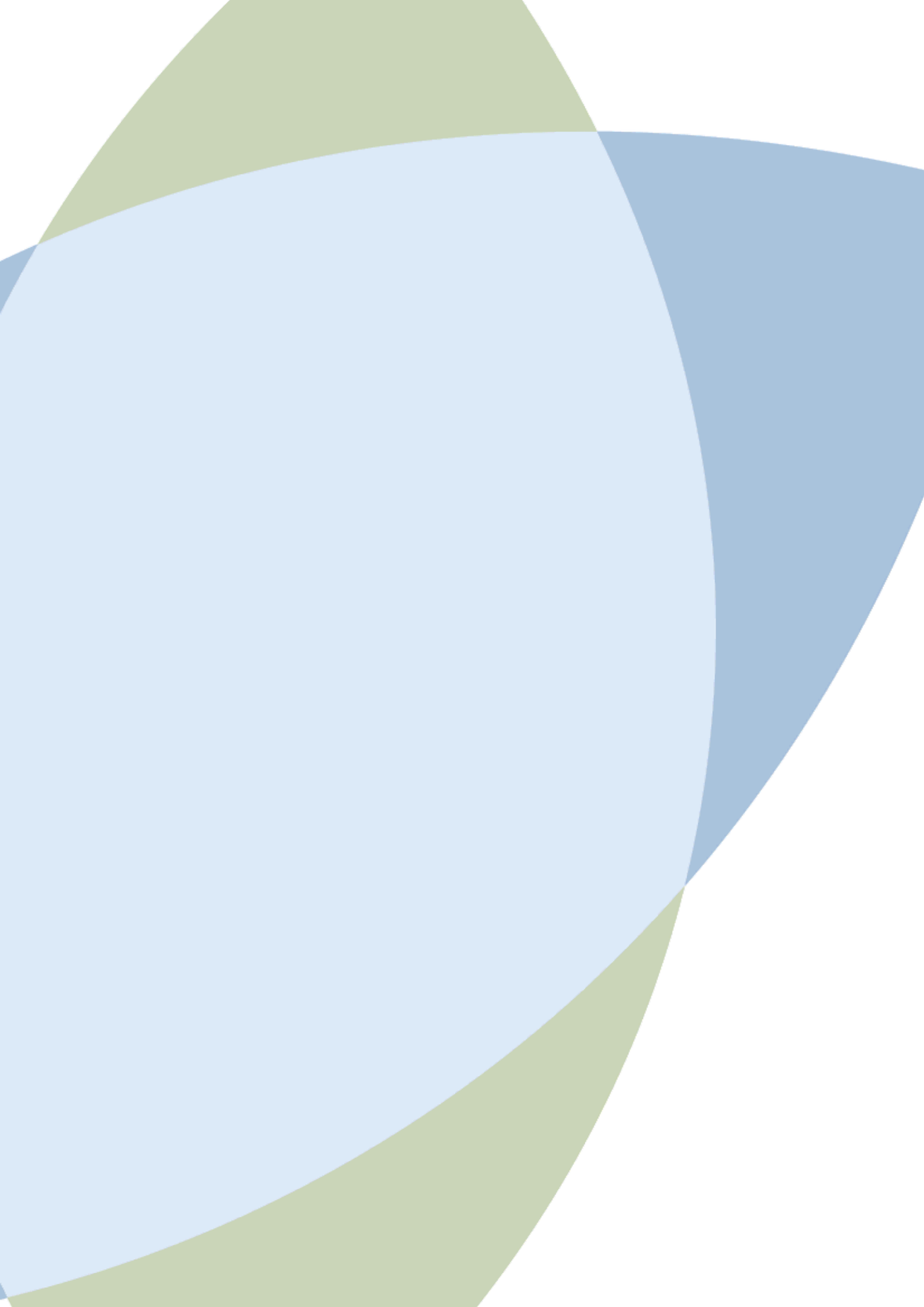
YEAR	PROJECT TITLE AND DESCRIPTOR
2020–21	<p><b>Indigenous Environmental Health</b></p> <p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to Indigenous Environmental Health job roles:</p> <ul style="list-style-type: none"> <li>• HLT36115 Certificate III in Indigenous Environmental Health</li> <li>• HLT46115 Certificate IV in Indigenous Environmental Health</li> </ul> <p>The requirement is to update qualifications to current sector needs, especially in Indigenous communities, and particularly following the update of the <i>Certificate II in Indigenous Environmental Health</i>.</p>
2020–21	<p><b>Population Health</b></p> <p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to Population Health job roles:</p> <ul style="list-style-type: none"> <li>• HLT26015 Certificate II in Population Health</li> <li>• HLT36015 Certificate III in Population Health</li> <li>• HLT46015 Certificate IV in Population Health</li> </ul> <p>The requirement is to update these qualifications to meet current sector work practices and changes in regulation that impact on job roles.</p>
2020–21	<p><b>Active Volunteering</b></p> <p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to Active Volunteering job roles in the health sector:</p> <ul style="list-style-type: none"> <li>• CHC14015 Certificate I in Active Volunteering</li> <li>• CHC24015 Certificate II in Active Volunteering</li> <li>• CHC34015 Certificate III in Active Volunteering</li> <li>• CHC44015 Certificate IV in Coordination of Volunteer Programs</li> </ul> <p>The requirement is to update these qualifications to ensure they meet current skills requirements for volunteers in a range of sectors.</p>
2020–21	<p><b>Community Development</b></p> <p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to community development job roles:</p> <ul style="list-style-type: none"> <li>• CHC42115 Certificate IV in Community Development</li> <li>• CHC52115 Diploma of Community Development</li> <li>• CHC42315 Certificate IV in Chaplaincy and Pastoral Care</li> </ul>



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