Human (Community) Services

HumanAbility

Contents

1. Overview

1.1. Purpose

This report provides a comprehensive summary of the analysis conducted to link the roles, functions, and skills required for community services workers and users of the *CHC Community Services Training Package.*

This analysis was conducted as part of the CHC Community Services Qualification Review project. The primary objective of this project is to review the suite of community services qualifications, skill sets, and associated units of competency (including 22 cross-sector units) within the *CHC Community Services Training Package*. The review aims to:

- Aligned with current industry needs and regulatory requirements.
- Facilitate clear and sustainable career pathways and specialisations to support existing and future sector growth.
- Enhance the relevance and applicability of training products, increasing the sector's capacity to meet growing demand and evolving challenges.
- Identify skills and knowledge gaps not currently addressed in training products.

1.2. Scope

The functional analysis will inform the review of 5 qualifications; 8 skills sets and up to 173 units of competency. These include:

Qualifications
- *CHC22015 Certificate II in Community Services*
- *CHC32015 Certificate III in Community Services*
- *CHC42021 Certificate IV in Community Services*
- *CHC52021 Diploma of Community Services*
- *CHC62015 Advanced Diploma of Community Sector Management*

Skill Sets
- *CHCSS00083 Lead Inclusion and Collaboration*
- *CHCSS00084 Lead and support colleagues*
- *CHCSS00086 Quality Management*
- *CHCSS00089 Service Coordination and Collaboration*
- *CHCSS00087 Risk Management*
- *CHCSS00139 Team Leader*
- *CHCSS00065 Workforce Planning Skill Set*

Units of Competency

173 relevant units of competency included in the training package rules of the above-mentioned qualifications and skill sets.

1.3. Purpose of Functional Analysis

The Functional Analysis informs the development of draft qualifications, skill sets, and units of competency. This analysis will form the basis for broader consultation and will focus on:

- Identifying common functions across all settings versus those specific to a particular setting.
- Examining the various settings in which functions are performed, including:
  - geographical settings (e.g., metropolitan vs. regional locations)
  - client settings (e.g., working with individuals, families, groups, and communities)
  - specific client groups (e.g., Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse communities, and LGBTIQQ+ individuals).
- Mapping pathways within the industry sector and identifying the type of training products that are typically used to support these pathways.
- Mapping current training products to the functional analysis to assess gaps and areas for improvement.

1.4. Intended audience/application

The Functional Analysis Report enhances transparency in the redevelopment of training products and provides essential insights to support decision-making within the scope of this review project. It consolidates the information and data collected, that form an integral part of communicating the process and findings to internal and external stakeholders, including but not limited to:

- Skills Ministers
- Department of Employment and Workplace Relations (DEWR)
- Industry representatives and stakeholders
- Peak bodies, relevant government departments and industry associations
- Registered Training Organisations (RTOs) and Vocational Education and Training (VET) professionals
- HumanAbility project, research and development teams.

2. Methodology

The methodology for this functional analysis was designed to provide a comprehensive, evidence-based understanding of the roles, functions, and workforce needs within the community services sector. It employed a multi-method approach, combining qualitative and quantitative data collection and analysis to ensure a holistic view of industry practices, skills gaps, and alignment with training products. As well as uncover the education pathways from certificate II to graduate diploma levels for workers in the sector.

Figure 1: Functional analysis methodology

2.1. Desktop Research

The desktop research provided the foundational data to provide insights into workforce skills requirements, the structure of job roles, the organisation of relevant roles within companies, as well as legislative requirements for those roles and data surrounding relevant qualifications enrolments and pathways.

2.1.1. Position Descriptions

Over 100 job advertisements and positions descriptions from private and public sectors were reviewed. By reviewing position descriptions and organisational structures, we gathered a list of job roles and responsibilities, skills requirements, preferred qualifications, and career pathways. This part of the research focused on:

- A review of position descriptions for community services roles from publicly accessible job advertisements (for example seek.com.au, organisation's websites, government websites).
- Analysing workforce skills requirements as detailed in these job advertisements.
- Identifying emerging trends in the skills market and potential gaps in the current workforce.
- Providing insights that can inform workforce planning and training needs.

2.1.2. Frameworks and Legislative Requirements

As part of this project, we reviewed state, territory, and federal requirements for each sector identified earlier in this section.

2.1.3. Cross-project Research

As part of this project, we reviewed the data gathered in the following HumanAbility projects:

- Mental Health and Alcohol and Other Drugs
- Case Management.

2.1.4. Training Package Delivery Data

The following data points were reviewed as part of this project. Analysing training package delivery data highlighted trends in training uptake and areas of concern:

- Enrolment and completion numbers per qualification and skill set (ncver.edu.au),
- number of current registered training organisations (RTOS) currently delivering these qualifications (training.gov.au),
- vocational placement hours required for units included in the project (training.gov.au),
- qualification rules to determine essential skills and job roles (training.gov.au).

2.1.5. Pathways

A review of study units in bachelor-level qualifications in the sector (from a range of universities in each state and territory), as well as entry requirements into graduate certificates/diplomas to identify entry and exit points for the community services sector.

2.2. Functional Analysis Interviews

Twenty-two interviews were conducted with employers representing a cross-section of the community services sector, including metropolitan, regional and rural locations. Interviews were also conducted with seven secondary schools that are currently registered training organisations. The participants interviewed were VET coordinators, RTO managers, and trainers delivering the *CHC22015 Certificate II in Community Services.*

The purpose of the employer interviews was to gain insights into the daily job functions of their employees. These discussions helped identify key tasks, challenges, and competencies that employers prioritise across different work environments. By understanding employer expectations and the current workforce needs, the interviews contributed to defining the functions and sub-functions for each role in the sector.

The following table provides information about employers consulted. Please note that each organisation may offer additional services than those listed below, which were the focus of the interview.

Name	Type	Services Provided	Location
Focus Individualised Support Services	Private	Disability care	VIC (Regional)
Life Without Barriers	Private	Youth housing	QLD (Metro) QLD (Regional)
Kambu Aboriginal and Torres Strait Islander Corporation for Health	Private	Family support	QLD (Metro) QLD (Regional)
Community Housing Industry Association of NSW	Private	Housing	NSW (Metro) NSW (Regional)
Ashley Services	Private	Recruitment (support & care)	NSW QLD VIC WA
Infinity Community Solutions	Private	Youth housing	QLD (Metro)
Child and Family SA	Peak body	Peak body (youth & family support)	SA
Gowrie	Private	Early childhood education and care	TAS (Metro) TAS (Regional) TAS (Rural)
Far North Community Services	Private	Support & care (youth, family, disability), Outreach	WA (Regional) WA (Rural)
Wounded Heroes	Private	Veterans support, Homelessness	NSW (Metro) NSW (Regional)
Tasmania Department of Health	Government	Health	TAS
Yaandina Community Services	Private	Aged care, Youth & family support	WA (Rural)
DaV'ange Group	Private	Training (Youth support, Disability care)	QLD (Metro)
Tasmania Department for Education, Children and Young People	Government	Youth support	TAS
South Australia Health	Government	Aged care	SA (Rural)
Allambi Care	Private	Youth housing	NSW (Regional)
Birribee Housing	Private	Homeless housing	NSW (Metro) NSW (Regional)

Name	Type	Services Provided	Location
Relationships Australia (South Australia)	Private	Family support	SA (Metro) SA (Regional) SA (Rural)
FVREE	Private	Family support (DFV focus)	VIC (Metro) VIC (Regional) VIC (Rural)
3 Bridges	Private	Training (aged care)	NSW (Metro)
NSW Health	Government	Health	NSW
Peak Care	Peak body	Peak body	QLD
Community College Gippsland	Private	Secondary school RTO	VIC
Djerriwarrh Employment & Education Services Inc	Private	Secondary school RTO	VIC
CHBE Ltd	Private	Secondary school RTO	QLD
Foundation Learning Centre Inc	Private	Secondary school RTO	VIC
Taminmin High School Council Inc	Private	Secondary school RTO	NT
DECYP	Government	Secondary school RTO	TAS
Swan Hill College	Private	Secondary school RTO	VIC

2.3. Government and Peak Body Consultation

Two feeding-in sessions were conducted to gather information legislative requirements from:

- State, Territory, and Federal Government Departments within the sector
- The Australasian Curriculum, Assessment and Certification Authorities
- Councils of Social Service
- State Training Authorities
- Peak Bodies.

2.3.1.   Participants

Session 1:
- Department for Education, Children and Young People - Office of the RTO TAS
- Department of Families Fairness and Housing (DFFH) VIC
- Skills Tasmania TAS
- Department of Training and Workforce Development WA
- Department of Communities, Housing and Digital Economy QLD
- Community Services Directorate ACT
- Department of Employment, Small Business and Training QLD.

Session 2:
- Victorian Skills Authority VIC
- Department of Families Fairness and Housing (DFFH) VIC
- Community Services Directorate ACT
- Department for Child Protection SA
- Victorian Curriculum and Assessment Authority VIC.

3. Results

3.1. Desktop Research

3.1.1. The Community Services Sector

The Community services sector include numerous subsectors and service areas in which roles are performed, and training products are utilised. The research has identified the following subsectors and service areas as part of this project:

- homelessness
- Aboriginal and/or Torres Strait Islander communities
- LGBTIQA+
- seniors and older persons

- domestic and family violence
- family and parenting
- mental health
- migrants
- youth and child services
- alcohol and other drugs

- carers
- health services
- palliative care
- volunteering
- disability support
- case management.

3.1.2. Frameworks and Legislative Requirements

Research identified the following official legislative requirements related to community services:

- The Department of Home Affairs (Homeaffairs.gov.au) requires case managers to hold a degree qualification. Therefore, the VET qualifications reviewed in this project are not suitable to perform this job role.
- The Australian Children's Education & Care Quality Authority (Acecqa.gov.au) requires that workers in children's education and care possess the first aid unit of competency -**HLTAID012** *Provide First Aid in an education and care setting*.

3.1.3.   Licensing, Certifications, and Official Checks

Employers and regulatory bodies stipulate that community service workers comply with specific licencing and certification requirements. Requirements may vary depending on the role and organisation, services provided and the clients supported.

Licence/ certification/check	Requirements
Drivers Licence	Individuals responsible for transporting clients, workers, and the public must hold a current Driver's License. Each organisation may specify the required type of license based on their operational area, including whether they will accept restricted licenses or individuals with driving records.
First Aid Certification	In roles requiring First Aid certificate, individuals must maintain currency by completing the Cardio Pulmonary Resuscitation (CPR) component annually and the full First Aid certificate every three years.
Police Checks	Police checks may include: • Criminal record check • National Police Check • State based police checks • Child protection agency checks. These checks will require workers to provide permission to perform the check and supporting documentation and information to be assessed.
Working with Children Checks	Requirements vary by state: • New South Wales (NSW): Must obtain a Working with Children Check clearance to engage in child-related work and is valid for five years. • Victoria (VIC): Requires a Working with Children Check, which is also valid for five years. • Queensland (QLD):Requires a Blue Card for those working with children, valid for two years. • Western Australia (WA): Requires a Working with Children Check for individuals who work with children in certain roles and is valid for three years. • South Australia (SA): Requires a Screening Clearance for individuals working with children and is valid for five years. • Tasmania (TAS): Requires a Working with Children Registration, valid for three years. • Australian Capital Territory (ACT): Requires a Working with Vulnerable People registration, valid for three years. • Northern Territory (NT): Requires a Working with Children Clearance, which is valid for two years.

National Disability Insurance Scheme (NDIS)	The NDIS has specific requirements for workers providing direct support to participants:
	• NDIS Worker Screening Check: Mandatory for all workers who provide direct support to NDIS participants to ensure they do not pose a risk.
	• Qualifications and experience: Depending on the role, workers may need to have specific qualifications or experience. For example, disability support workers are often expected to have a Certificate III or IV in Disability or relevant fields.
	• Registration requirements: Certain roles, especially those provided by registered NDIS providers, may require additional accreditation, professional registration, or licensing. For example, occupational therapists.
	• Training: Workers must receive training in areas such as manual handling, first aid, and understanding of the NDIS framework.
	• Ongoing professional development: Continuous training and development are encouraged to maintain up-to-date skills and knowledge.

3.1.4. Training Package Delivery Data

The tables below provide a summary of enrolments and completions per qualifications and skill sets from 2019 to 2023. The summary of enrolments and completions below were sourced from the National Centre for Vocation Education Research (NCVER), 2023.

Qualification Enrolments

	2019	2020	2021	2022	2023	Total
CHC22015 Certificate II in Community Services	8,160	8,620	9,410	7,640	8,465	**42,295**
CHC32015 Certificate III in Community Services	21,795	23,625	22,170	17,350	16,400	**101,340**
CHC42015 Certificate IV in Community Services	9,835	10,515	12,510	11,465	10,150	**56,545**
CHC42021 Certificate IV in Community Services	-	-	-	-	2,070	
CHC52015 Diploma of Community Services	20,410	21,945	27,755	29,260	27,480	**129,795**
CHC52021 Diploma of Community Services	-	-	-	-	2,945	
CHC62015 Advanced Diploma of Community Sector Management	2,340	2,235	2,905	2,970	3,010	**13,460**

Qualification Completions

	2019	2020	2021	2022	2023	Total
CHC22015 Certificate II in Community Services	4,790	5,050	3,645	2,870	2,945	**19,300**
CHC32015 Certificate III in Community Services	3,780	3,640	3,990	3,510	3,275	**18,195**
CHC42015 Certificate IV in Community Services	3,385	2,520	3,015	2,560	2,570	**14,075**
CHC42021 Certificate IV in Community Services	-	-	-	-	25	
CHC52015 Diploma of Community Services	4,655	4,960	6,670	8,645	9,165	**34,370**
CHC52021 Diploma of Community Services	-	-	-	-	275	
CHC62015 Advanced Diploma of Community Sector Management	745	650	1,020	1,105	1,300	**4,820**

Skill Set Enrolments

	2020	2021	2022	2023	Total
CHCSS00083 Lead Inclusion and Collaboration	-	-	-	-	-
CHCSS00084 Lead and support colleagues	20	280	65	75	**440**
CHCSS00086 Quality Management	-	-	-	-	-
CHCSS00089 Service Coordination and Collaboration	-	-	-	-	-
CHCSS00087 Risk Management	-	-	-	-	-
CHCSS00139 Team Leader	-	-	-	-	-
CHCSS00065 Workforce Planning Skill Set	-	-	-	-	-

Skill Set Completions

	2020	2021	2022	2023	Total
CHCSS00083 Lead Inclusion and Collaboration	-	-	-	-	-
CHCSS00084 Lead and support colleagues	15	5	-	-	**20**
CHCSS00086 Quality Management	-	-	-	-	-
CHCSS00089 Service Coordination and Collaboration	-	-	-	-	-
CHCSS00087 Risk Management	-	-	-	-	-
CHCSS00139 Team Leader	-	-	-	-	-
CHCSS00065 Workforce Planning Skill Set	-	-	-	-	-

Elective and Imported Units with Highest Enrolments

The tables below summarise the units with the highest enrolment numbers for each qualification from 2019 to 2023. The data below was sourced from the National Centre for Vocation Education Research (NCVER), 2023.

CHC22015 Certificate II in Community Services

Unit	Type	2019	2020	2021	2022	2023	Total
FSKOCM07 Interact effectively with others at work	Elective	3,050	3,230	2,190	2,165	3,125	**13,760**
BSBWOR201 Manage personal stress in the workplace	Elective	1,430	1,425	4,040	2,725	3,360	**12,980**
FSKLRG09 Use strategies to respond to routine workplace problems	Elective	1,705	2,360	2,425	2,280	3,170	**11,940**
FSKRDG10 Read and respond to routine workplace information	Elective	1,420	2,225	1,285	1,120	1,010	**7,060**
FSKWTG09 Write routine workplace texts	Elective	1,195	1,565	930	815	715	**5,220**
HLTAID003 Provide first aid	Imported	1,900	1,305	1,530	160	100	**4,995**

CHC32015 Certificate III in Community Services

Unit	Type	2019	2020	2021	2022	2023	Total
CHCCOM001 Provide first point of contact	Elective	9,055	9,235	7,855	6,445	5,920	**38,510**
CHCCDE003 Work within a community development framework	Elective	7,005	5,660	4,790	3,620	5,100	**26,175**
CHCADV001 Facilitate the interests and rights of clients	Elective	5,565	6,690	5,040	3,890	3,525	**24,710**
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective	3,335	4,280	5,135	3,585	2,875	**19,210**
BSBINM301 Organise workplace information	Elective	5,805	5,215	3,475	2,400	1,850	**18,745**

Unit	Type	2019	2020	2021	2022	2023	Total
CHCCCS015 Provide individualised support	Elective	4,945	5,715	3,645	2,280	1,980	**18,565**
BSBWOR301 Organise personal work priorities and development	Elective	3,445	4,350	3,115	2,705	2,470	**16,085**
CHCLEG001 Work legally and ethically	Imported	1,595	1,865	2,190	2,620	4,580	**12,850**
CHCMHS001 Work with people with mental health issues	Elective	2,180	2,320	2,815	2,435	2,910	**12,660**
FSKLRG06 Participate in work placement	Imported	5,900	5,975	-	-	-	**11,875**
CHCCCS023 Support independence and wellbeing	Elective	3,655	4,145	2,205	1,020	845	**11,870**
CHCVOL001 Be an effective volunteer	Elective	2,270	3,140	2,350	1,785	860	**10,405**

CHC42015 Certificate IV in Community Services

Unit	Type	2019	2020	2021	2022	2023	Total
HLTWHS003 Maintain work health and safety	Imported	6,705	7,060	7,175	6,370	6,195	**33,505**
CHCCCS004 Assess co-existing needs	Elective	5,975	5,670	5,535	5,290	6,950	**29,420**
CHCMHS001 Work with people with mental health issues	Elective	3,335	4,455	4,280	4,360	6,060	**22,490**
CHCAOD001 Work in an alcohol and other drugs context	Elective	2,015	3,425	2,770	3,055	5,060	**16,325**
CHCCDE003 Work within a community development framework	Imported	2,420	3,675	2,555	2,995	3,165	**14,810**
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective	1,895	1,740	1,695	2,155	4,015	**11,500**

HLTWHS006 Manage personal stressors in the work environment	Elective	845	2,050	1,710	2,550	4,250	**11,405**
CHCCCS019 Recognise and respond to crisis situations	Elective	1,555	1,320	1,315	2,125	4,240	**10,555**
CHCCOM001 Provide first point of contact	Elective	1,965	2,275	2,225	1,755	895	**9,115**
CHCGRP002 Plan and conduct group activities	Elective	3,015	1,230	1,500	1,095	1,040	**7,880**
CHCSOH001 Work with people experiencing or at risk of homelessness	Imported	1,170	1,080	1,240	1,530	2,705	**7,725**

CHC52015 Diploma of Community Services

Unit	Type	2019	2020	2021	2022	2023	Total
CHCCOM003 Develop workplace communication strategies	Elective	13,320	13,760	16,925	17,435	17,120	**78,560**
HLTWHS004 Manage work health and safety	Imported	11,410	12,865	16,865	18,075	17,375	**76,590**
CHCDEV002 Analyse impacts of sociological factors on clients in community work and services	Imported	11,375	12,275	16,615	18,350	17,665	**76,280**
CHCDIV003 Manage and promote diversity	Elective	12,805	13,770	16,200	17,075	15,895	**75,745**
CHCCSM005 Develop, facilitate and review all aspects of case management	Imported	8,265	9,865	11,450	12,400	12,750	**54,730**
CHCDEV001 Confirm client developmental status	Imported	5,585	5,420	6,135	6,080	5,475	**28,695**
CHCCSM004 Coordinate complex case requirements	Imported	3,185	4,565	6,005	6,895	6,745	**27,395**

CHCCSL001 Establish and confirm the counselling relationship	Elective	4,170	3,670	4,960	5,585	6,415	**24,800**
CHCCSM006 Provide case management supervision	Imported	2,720	3,720	4,945	5,860	5,935	**23,180**
CHCADV002 Provide advocacy and representation services	Elective	3,940	3,730	4,430	4,935	5,715	**22,750**
CHCCDE011 Implement community development strategies	Imported	3,240	3,290	3,545	3,265	3,685	**17,025**
CHCMHS001 Work with people with mental health issues	Elective	1,850	1,900	2,885	2,550	2,770	**11,955**
CHCGRP002 Plan and conduct group activities	Elective	2,710	2,730	2,215	2,180	1,950	**11,785**
CHCPRP001 Develop and maintain networks and collaborative partnerships	Imported	825	1,100	2,365	2,600	2,260	**9,150**
CHCPRT001 Identify and respond to children and young people at risk	Imported	2,670	1,895	1,740	1,465	955	**8,725**
CHCCSL002 Apply specialist interpersonal and counselling interview skills	Elective	1,200	1,030	1,480	1,645	1,915	**7,270**
CHCCCS009 Facilitate responsible behaviour	Elective	1,165	1,075	1,415	1,675	1,780	**7,110**
BSBWOR502 Lead and manage team effectiveness	Imported	750	1,180	1,820	1,995	1,160	**6,905**
CHCDFV006 Counsel clients affected by domestic and family violence	Elective	965	820	1,095	1,970	1,885	**6,735**
CHCCSM007 Undertake case management in a child protection framework	Imported	640	790	1,110	2,100	1,860	**6,500**
BSBPMG522 Undertake project work	Imported	760	1,115	1,280	1,325	885	**5,365**

CHC62015 Advanced Diploma of Community Sector Management

Unit	Type	2019	2020	2021	2022	2023	Total
CHCPRP003 Reflect on and improve own professional practice	Elective	500	575	725	885	860	**3,545**
CHCPRP004 Promote and represent the service	Elective	495	550	630	575	625	**2,875**
CHCPOL002 Develop and implement policy	Elective	450	370	490	390	900	**2,600**
CHCCOM003 Develop workplace communication strategies	Elective	440	380	630	495	645	**2,590**
CHCMGT005 Facilitate workplace debriefing and support processes	Elective	255	325	575	780	515	**2,450**
BSBMGT605 Provide leadership across the organisation	Elective	290	235	445	485	845	**2,300**
CHCCCS007 Develop and implement service programs	Elective	110	135	480	740	475	**1,940**
BSBMGT616 Develop and implement strategic plans	Elective	160	230	455	460	295	**1,600**
CHCCSM004 Coordinate complex case requirements	Elective	125	160	300	440	280	**1,305**

Current Registered Training Organisations

The tables below provide a summary of the number of registered training organisations (RTOS) currently delivering each qualification and skill set. The data below was sourced from the National Centre for Vocation Education Research (NCVER), 2023.

	Total	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Int.
CHC22015 Certificate II in Community Services	152 (1 CRICOS)	80	97	92	74	83	75	79	74	2
CHC32015 Certificate III in Community Services	218 (6 CRICOS)	155	168	152	146	156	142	138	142	3
CHC42021 Certificate IV in Community Services	125 (17 CRICOS)	89	94	79	76	83	76	74	77	-
CHC52021 Diploma of Community Services	364 (206 CRICOS)	292	309	276	268	274	263	259	266	1
CHC62015 Advanced Diploma of Community Sector Management	93 (22 CRICOS)	78	83	78	75	75	72	72	75	1
CHCSS00083 Lead Inclusion and Collaboration	501 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00084 Lead and support colleagues	507 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00086 Quality Management	218 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00089 Service Coordination and Collaboration	565 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00087 Risk Management	505 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00139 Team Leader	11 (0 CRICOS)	-	-	-	-	-	-	-	-	-
CHCSS00065 Workforce Planning Skill Set	428 (0 CRICOS)	-	-	-	-	-	-	-	-	-
Total		**694**	**751**	**677**	**639**	**671**	**628**	**622**	**634**	**7**

Vocational Placement Hours

The table presents an analysis of the vocational placement hours required per unit of competency included in the project, indicating whether the unit appear as a core or elective in each qualification. The data below was sourced from training.gov.au.

Units of Competency	Placement Hours	CHC22015	CHC32015	CHC42021	CHC52021	CHC62015
CHCCCS028 Provide client-centred support to people in crisis	50		Elective	Elective		
CHCCSM013 Facilitate and review case management	100			Elective	Core	
CHCDEV005 Analyse impacts of sociological factors on people in community work and services	100				Core	
CHCMHS002 Establish self-directed recovery relationships	80				Elective	
CHCMHS003 Provide recovery oriented mental health services	80			Elective	Elective	
CHCMHS004 Work collaboratively with the care network and other services	80				Elective	
CHCMHS010 Implement recovery oriented approaches to complexity	160					Elective
CHCPAS004 Provide pastoral and spiritual care	100			Elective		
CHCPRT027 Work collaboratively to maintain an environment safe for children and young people	120			Elective	Elective (Grp. C)	
CHCVOL001 Be an effective volunteer	20	Elective	Elective			
CHCVOL002 Lead volunteer teams	30			Elective		

Qualification Rules: Core Units

The table below outlines the core units of competency in each qualification and skill set, providing insight into the essential skills previously established. The data below was sourced from training.gov.au.

Qualification / Skill Set	Core Units
CHC22015 Certificate II in Community Services	BSBWOR202 Organise and complete daily work activities CHCCOM001 Provide first point of contact CHCCOM005 Communicate and work in health or community services CHCDIV001 Work with diverse people HLTWHS001 Participate in workplace health and safety
CHC32015 Certificate III in Community Services	CHCCCS016 Respond to client needs CHCCOM005 Communicate and work in health or community services CHCDIV001 Work with diverse people HLTWHS002 Follow safe work practices for direct client care HLTWHS006 Manage personal stressors in the work environment
CHC42021 Certificate IV in Community Services	CHCADV001 Facilitate the interests and rights of clients CHCCOM002 Use communication to build relationships CHCDFV001 Recognise and respond appropriately to domestic and family violence CHCDIV001 Work with diverse people CHCLEG001 Work legally and ethically CHCPRP001 Develop and maintain networks and collaborative partnerships HLTWHS002 Follow safe work practices for direct client care
CHC52021 Diploma of Community Services	CHCCCS004 Assess co-existing needs CHCCCS007 Develop and implement service programs CHCCCS019 Recognise and respond to crisis situations CHCCSM013 Facilitate and review case management CHCDEV005 Analyse impacts of sociological factors on people in community work and services CHCDFV001 Recognise and respond appropriately to domestic and family violence CHCDIV001 Work with diverse people CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety CHCLEG003 Manage legal and ethical compliance CHCMGT005 Facilitate workplace debriefing and support processes CHCPRP003 Reflect on and improve own professional practice HLTWHS003 Maintain work health and safety

CHC62015 Advanced Diploma of Community Sector Management	*CHCDIV003 Manage and promote diversity* *CHCLEG003 Manage legal and ethical compliance* *CHCMGT001 Develop, implement and review quality framework* *CHCMGT003 Lead the work team* *BSBFIM601 Manage finances* *BSBINN601 Lead and manage organisational change* *BSBMGT608 Manage innovation and continuous improvement* *BSBRSK501 Manage risk*
CHCSS00083 Lead Inclusion and Collaboration	*CHCDIV003 Manage and promote diversity* *BSBMGT605 Provide leadership across the organisation* *CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety* *CHCPRP001 Develop and maintain networks and collaborative partnerships*
CHCSS00084 Lead and support colleagues	*CHCMGT003 Lead the work team* *CHCMGT005 Facilitate workplace debriefing and support processes* *CHCPRP003 Reflect and improve own professional practice*
CHCSS00086 Quality Management	*CHCMGT001 Develop, implement and review quality framework* *CHCLEG003 Manage legal and ethical compliance* *BSBMGT608 Manage innovation and continuous improvement* *BSBINN601 Lead and manage organisational change*
CHCSS00089 Service Coordination and Collaboration	*CHCMGT003 Lead the work team* *CHCPRP001 Develop and maintain networks and collaborative partnerships* *CHCMGT002 Manage partnership agreements with service providers*
CHCSS00087 Risk Management	*BSBRSK501 Manage risk* *CHCLEG003 Manage legal and ethical compliance* *HLTWHS004 Manage work health and safety*
CHCSS00139 Team Leader	*CHCMGT003 Lead the work team* *PSPGEN124 Provide workplace coaching* *CHCPRP003 Reflect and improve own professional practice*
CHCSS00065 Workforce Planning Skill Set	*CHCECD001 Analyse and apply information that supports employment and career development* *BSBHRM513 Manage workforce planning*

3.1.5.   Cross-project Research

To ensure a comprehensive and cohesive approach to workforce analysis, this project has collaborated with other projects currently running in parallel in the *CHC Community Services Training Package*. By leveraging insights from parallel projects, the research has benefited from a broader dataset, reducing duplication and enhancing the quality of findings.

The projects running in parallel include:

- Mental Health and Alcohol and other Drugs review
- Case Management review.

Each project has collaborated and shared relevant information. This research optimisation has enabled all projects to gather data from a broader data pool. Information from the functional analysis interviews and the desktop research has been integrated into each subsequent report.

Notably, Mental Health and Alcohol and other Drugs project interviews were conducted with a variety of organisations across all states and territories. Key insights from these interviews aligned with those gathered for this project, including:

- certification requirements for workers
- employment requirements such as: police checks, current Drivers' License
- pathways within and across the sector
- common skills and knowledge requirements such as: trauma informed care, professional boundaries and ethical practices, cultural competence, digital proficiency, person-centred approach
- emerging skills needs and challenges such as: IT and technology, cross sector capabilities
- work placement challenges and barriers.

3.1.6.   Position Descriptions

Summary

During the functional analysis, more than 100 job advertisements and positions descriptions from both the private and public sectors were reviewed. The following table presents the key insights gathered from this analysis.

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Youth Support Worker	• Provide case management and support for at-risk youth in residential and community settings. • Develop case plans, promote life skills, and provide advocacy and outreach services. • Implement trauma-informed and strengths-based frameworks, and foster independence. • Engage young people in purposeful activities and help address issues such as homelessness, substance abuse, and mental health.	• Relevant experience in youth services, case management, and working with culturally diverse backgrounds. • Excellent communication, conflict resolution, and crisis management skills.	• Certificate IV or higher in youth work, community services, or a related field. • Working with children check (varies by state/territory). • Current Driver's Licence. • First aid and CPR certification (optional or role-specific).

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Family Violence Support Worker	- Provide culturally appropriate case management and advocacy for individuals (especially women and children) affected by family violence. - Develop safety plans, deliver trauma-informed care, and connect clients with housing and support services. - Collaborate with community organisations to provide holistic support and referrals.	- Experience in the family violence sector, with knowledge of trauma-informed practice. - Strong communication, advocacy, and time management skills.	- Certificate IV, diploma, or degree in community services, social work, or a related field. - Working with children check. - National Police Check. - Current Driver's Licence.
Housing and Homelessness Case Worker	- Assess housing needs, provide case management, and link clients to long-term housing options. - Support individuals experiencing homelessness with outreach services and referrals. - Address complex issues such as mental health and substance abuse while promoting social inclusion.	- Knowledge of the housing and homelessness sector, with experience in outreach and crisis management. - Strong interpersonal and organisational skills.	- Certificate IV, diploma, or degree in community services, social work, or a related field. - Experience or training in trauma-informed care and homelessness services. - Working with children check (state-dependent). - Current Driver's Licence.

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Family Support and Child Protection Worker	• Provide case management for families experiencing challenges, focusing on child safety and family reunification. • Support families in developing parenting skills, addressing child protection concerns, and accessing community resources. • Collaborate with child protection agencies and other services to deliver holistic support.	• Experience working with families in crisis, particularly in child protection contexts. • Skills in risk assessment, family dynamics, and therapeutic intervention.	• Certificate IV, diploma, or degree in social work, family support, or a related field. • Working with Children Check. • First aid certification (often required). • Current Driver's Licence.
Community Outreach and Engagement Worker	• Engage vulnerable individuals, assess needs, and provide access to community resources. • Facilitate group sessions, promote life skills, and deliver harm reduction strategies. • Collaborate with local organisations, police, and emergency services to support at-risk populations.	• Experience in outreach work and engagement with at-risk individuals from diverse backgrounds. • Strong interpersonal skills and the ability to work autonomously.	• Certificate IV or diploma in community services or a related field. • Working with children check. • National Police Check. • Current Driver's Licence. • First aid certification (may be required depending on the role).

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Case Manager (Generalist Role)	• Provide comprehensive case management across various client groups, including those facing financial hardship, homelessness, and complex needs. • Conduct risk assessments, develop case plans, and advocate for clients with service providers. • Work within legislative and organisational frameworks to meet program goals.	• Broad experience in social services and case management. • Strong communication, organisational, and client advocacy skills.	• Diploma or degree in social work, community services, psychology, or a related field. • Experience in case management. • Working with children check. • Current Driver's Licence. • Current first aid (occasionally required).
Case Manager (Specialist: Justice, Migration, and Slavery)	• Provide specialised case management for clients in justice systems, migration support, or victims of trafficking. • Develop and implement case plans to address criminogenic factors, migration challenges, or trauma recovery. • Liaise with external agencies, including justice and law enforcement bodies.	• Knowledge of justice, migration, and trauma-informed frameworks. • Experience working with culturally diverse populations and stakeholders.	• Degree in social work, criminology, behavioural science, or related field. • Tertiary-level subjects covering case management frameworks, cultural sensitivity, and justice system knowledge. • Working with children check. • Current Driver's Licence. • National Police Check.

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Aged Care and Disability Support Worker	• Provide personal care and daily living assistance, respecting clients' dignity and independence. • Facilitate community access and engagement in social or recreational activities. • Monitor client progress, documenting health and behavioural changes as required. • Maintain a safe, clean environment, assisting with household tasks as needed. • Support medication management and communicate changes with healthcare providers.	• Practical knowledge of aged care and disability support. • Strong interpersonal and communication skills. • Ability to work independently, prioritising tasks effectively. • Familiarity with basic digital tools for documentation. • Flexibility with shift work, including weekends and evenings.	• Certificate iii or iv in individual support, disability, aged care, or equivalent. • Current first aid and CPR certifications. • NDIS Worker Screening Check, Working with children check, and national police clearance (as required). • Current Driver's Licence and access to a reliable vehicle. • Vaccinations as required by organisational policy (e.g., influenza, Covid-19).

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Mental Health and Recovery Worker	• Facilitate recovery planning and goal setting for individuals with mental health needs. • Support clients with life skills, social reintegration, and community access. • Coordinate with families and service providers for holistic care. • Document client progress and incidents in compliance with guidelines. • Maintain a safe environment, using de-escalation techniques as needed.	• Knowledge of recovery-oriented mental health practices. • Experience supporting clients with mental health or dual diagnoses. • Strong crisis intervention and communication skills. • Ability to work collaboratively in multidisciplinary teams.	• Certificate iv in mental health or community services (or equivalent). • Current first aid and CPR certifications. • Relevant police and NDIS clearances, including Working with children check.

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Team Leader	• Service delivery oversight and facilitate client services/care, venue/asset and program management (including activity and care planning). • Perform administration duties including the completion and storage of documentation and reporting. • Communicate and liaise with stakeholders regarding the provision of care and support services. • Manage a team including performance management, recruitment, coaching and support and scheduling. • Manage risk and compliance including the monitoring the quality and performance of services. • Maintain the health and safety of staff and clientele. • Manage and adhere to budgets and financial goals. • Asset and site management	• Possess interpersonal skills and work collaboratively with team, support providers, clients and family. • Have strong written and oral communication skills for reporting and collaboration with stakeholders. • Capability to observe, report and document changes in conditions around client and non-client related issues. • Proficiency in computer operation and ability to operate care management Systems. • Work health and safety aptitude - including Risk assessment and management, Incident management.	• Certificate IV in relevant sector or diploma of community services. • Current first aid and CPR certifications. • NDIS Worker Screening Check, Working with children check, and national police clearance (as required). • Current Driver's Licence and access to a reliable vehicle. • Vaccinations as required by organisational policy (e.g., influenza, Covid-19).

Role	Core Responsibilities	Workforce Skills Requirements	Required Qualifications
Asset Manager	- Asset management duties including procurement and maintenance. - Organise and oversee works onsite. - Liaising with trades and government departments in relation to assets. - Maintain the health and safety of staff and clientele. - Tenancy management. - Emergency and disaster management. - Manage and adhere to budgets and financial goals. - Problem solve and provide solutions to issues and needs of clients. - Maintain accurate and up-to-date records of asset conditions, maintenance schedules, and lifecycle costs.	- Knowledge of property management legislation and locale specific regulations. - Strong knowledge of property maintenance processes, building compliance requirements, and safety standards. - Proven ability to manage budgets, contracts, and stakeholder relationships. - Excellent problem-solving, organizational, and time-management skills. - Strong written and verbal communication skills, with experience in preparing reports and asset management plans.	- Diploma relevant to asset management - Current first aid and CPR certifications. - NDIS Worker Screening Check, Working with children check, and national police clearance (as required). - Current Driver's Licence and access to a reliable vehicle. - Vaccinations as required by organisational policy (e.g., influenza, Covid-19).

3.2. Functional Analysis Interviews

3.2.1.   Key Roles

The following information is a summary of the data collected from the Functional Analysis Interviews. Skills and attributes were formulated by asking employers for their top 5, and the functions and sub functions were formulated summarising the information provided by analysing a day in the life of a worker in their organisation.

The following job roles have been identified and will encompass the wide variety of job titles and roles identified. For this report, titles were categorised to provide a streamlined grouping of the skills, attributes and functions and subfunctions of the roles identified.

These categories are:

Category	Explanation
Frontline Support Worker	Persons performing direct care or support activities
Frontline Administration Worker	Persons performing administrative tasks as part of direct care and support activities
Team Leader	Persons supervising activities, sites and teams as part of direct care or support activities
Manager	Persons responsible for teams, facilities, assets, regions and programs

3.2.1.1 Frontline Support Worker

Frontline Support Worker

Positions titles included in this role included:

- Support worker
- Disability support worker
- Direct care worker
- Family support worker
- Residential care practitioner
- Home support worker
- Youth support worker
- Youth residential support worker
- Outreach worker
- Health care worker
- Volunteer
- Homelessness case worker
- Client services officer
- Case worker

Summary of key skills and attributes

The following skills and attributes were common across job roles explored during the functional analysis interviews:

Values-aligned: • support for vulnerable people • understanding professional boundaries • integrity / shared values.	**Communication Skills:** • effective communication (diverse needs) • reflective listening • strength-based communication • communication in difficult conversations • active listening and interpreting nonverbals.
Interpersonal Skills: • active support (person-centred approach) • engagement with youth • interaction skills with clients • building positive relationships.	**Resilience and Emotional Intelligence:** • resilience (vicarious trauma and self-care) • empathy • emotional intelligence • open-mindedness (behaviour is not personal).
Organisational Skills: • time management • organisation • administration and digital system skills.	**Adaptability and Flexibility:** • adaptability • flexible (not rigid ideas about job role).
Problem-Solving and Critical Thinking: • problem-solving • critical thinking.	**Cultural Awareness:** • cultural understanding • cultural safety and trauma understanding.
Self-Care and Stress Management: • self-care • stress management.	**Teamwork and Collaboration:** • team player • customer service.
Safety: • risk assessment • WHS (Work Health and Safety).	**Additional Attributes:** • reliable • resourceful • caring (nurturing) • good work ethic • disposition and interest in the work • engaged / energetic • Microsoft suite proficiency.

Job Functions and Sub-functions

The following table provides a summary of the functions and sub functions by analysing a day in the life of a frontline support worker.

Function performed	Sub functions
Provide living support and life skills	• Shop with and for clients • Assist clients to attend scheduled activities (school, outings, sport and extra-curricular activities and appointments etc) • Provide proactive and active support (person-centred approach) • Provide proactive and active support (person-centred approach) • Manage a household including cleaning and laundry • Assist clients with literacy and numeracy tasks.
Provide behavioural support	• Provide behavioural support (psychosocial skills) with an understanding that behaviour is not personal
Provide personal care	• Read and follow plans, including care plans, risk management plans and positive behaviour plans • Assess and comprehend client issues and signs of needs • Assist the client with bathing, grooming, personal hygiene and dressing • Transport and transfer clients • Perform manual handling tasks using manual handling aids and equipment such as swing lifts, wheelchairs, vehicles etc where required • Bedtime management (settling client, considering sleep patterns) • Provide proactive and active support (person-centred approach) • Supervise client for safety and wellbeing • Assist with medical procedures (Urinary catheter, bandaging) • Observe and report changes in client's behaviour or physical wellbeing • Provide high or low intensity support - HCP levels 1-2 low needs (levels 3-4 are beyond those carers responsibility).

Function performed	Sub functions
Work in a community service setting	• Perform tasks and manage workload according to schedules and support plans using organisational policies and procedures • Research and acquire knowledge about the industry, service provided, client attributes and laws and regulations • Demonstrate adaptability and flexibility when responding to client needs • Make informed decisions using problem-solving techniques and critical thinking • Perform tasks and duties with cultural and trauma informed understanding • Work as part of a team and collaborate with others • Apply customer service standards to perform duties.
Manage mealtime and food preparation	• Collaborate with health professionals to plan nutritious meals for clients • Prepare meals in alignment with dietary guidelines • Assist clients in meal preparation to encourage independence and healthy eating.
Supervise/administer medication	• Read and understand medication schedule • Administer/supervise self-administration of prescribed medication as per guidelines • Document the administration of medication by completing medication logs.

Function performed	Sub functions
Interact and engage with clients	• Use social skills to communicate with people to develop relationships • Receive and respond to complaints with understanding and impartiality • Manage difficult behaviours • De-escalate situations and apply conflict management strategies • Escalate situations to relevant authorities (mandatory reporting) • Communicate appropriately and effectively with clients of diverse backgrounds (e.g. senior, young person, disability, Aboriginal and/or Torres Strait Islander people), considering their personal situation, using the appropriate methods for their situation (sign language, reading body language, texting, phone calls, emails) • Build positive relationships and form connections with clients and families and care givers • Maintain professional boundaries • Ensure cultural safety by respecting clients' diverse backgrounds, including race and religion • Maintain confidentiality and privacy of client's details and situation • Act professionally and ethically while providing support for vulnerable people • Show empathy and understanding of personal needs and situations, • Communicate with understanding, without bias, ethically, professionally, listen actively, with trauma informed responses • Perform duties utilising customer service standards.
Manage activities for clients	• Plan, lead, facilitate and oversee daily activities and planned outings • Encourage social and community participation • Plan for contingencies during activities • Plan for amenities (toilets) • Manage, support and encourage interactions/conversations between clients.

Function performed	Sub functions
Maintain the safety of clients and workers	• Perform risk assessment for planned activities and daily tasks and client activities • Evaluate the environment and activity to maintain a safe environment for client's, workers and the public • Response quickly to emergent needs • Manage incidents and report them to appropriate staff, emergency services and authorities as required • Adhere to the organisation's safety protocols • Apply knowledge of cultural safety in all interactions • Perform manual handling tasks using mobility aids as required • Safely manage sharps and medications ensure they are stored securely.
Interact and engage with colleagues	• Collaborate effectively as part of a team • Share relevant information about client to colleagues • Consult with co-workers by receiving and thorough handovers at the beginning and end of a shift • Contribute to care, support and/ or behaviour plans • Communicate with understanding, without bias, ethically, professionally • Demonstrate strong communication skills by applying active listening • Maintain professional relationship with colleagues • Provide coaching and training to assist others in their roles.
Comply with internal and external standards	• Read and understand organisational policies and procedures • Perform and meet duties to meet organisational expectations, legal context and standards • Identify continuous improvement opportunities within services • Contribute to the development of policies and procedures.
Provide trauma informed care	• Recognise, understand and consider individual support needs and circumstances • Manage difficult behaviour including violent behaviour, tantrums and use therapeutic techniques • Use de-escalation methods and apply conflict management strategies.

Function performed	Sub functions
Selfcare and management	• Be aware of psychosocial hazards (self-care) • Apply selfcare and healing strategies • Apply reflective practices to enhance and improve performance of duties • Demonstrate emotional regulation in interactions with clients • Be a good role model • Understand the importance of your role and purpose within the community services sector • Develop resilience and understanding to deal with situations and incidents (emotional intelligence) • Recognise and reflect on one's own emotions, biases, strengths, and weaknesses.
Complete reporting tasks	• Employ digital skills and utilise software programs and portals to report • Provide accurate and factual reports on client progress, behaviour and activities rather than by opinion • Escalate issues to managers and clinicians as required.
Advocate for clients	• Provide advice to access support system • Collaborate with clients to set achievable goals • Provide education to clients on own life administration • Assist clients with personal management tasks, including finances, connecting with government agencies, support services and assist them to navigate family and carers • Accompany clients to appointments and advocate on their behalf, • Maintain confidentiality and privacy • Translate and convey information to client regarding their personal situation • Advocate for client during internal meetings and support planning sessions • Make informed and ethical decisions for the benefit of the clients' well-being • Compose support letters • Consult with other support providers and clinicians • Assist clients with budgets, financials and ensure financial aid/funding is allocated appropriately and where needed • 'Walking beside' clients and understand their situation and needs.
Manage resources	• Identify and report any resource needs of the business.

Function performed	Sub functions
Complete administrative duties	• Gather and organise data and information for processing • Document notes clearly and accurately • Audit document contents and report discrepancies • Complete and produce documentation as required by the role and organisation standards • Provide factual, thorough and clear information through official documentation • Fill out and process intake documents • Answer phones and respond to enquiries • Organise and facilitate meetings, taking minutes and communicating with participants effectively.
Client education, induction and training	• Guide and induct clients into care facilities • Educate and empower clients to enhance their independence • Facilitate group sessions • Assist clients in transitioning form care facilities to home care and Vise versa • Deliver programs tailored to client needs and goals.
Apply digital skills	• Select and utilise suitable digital technology to communicate with clients, stakeholders and clinicians • Promote digital safety to clients, guiding youth and vulnerable persons in the safe use of social media and digital devices • Use digital technology safely and responsibly with consideration of hacking and data security • Use digital technology with consideration of privacy and consent • Utilize appropriate software, such as Microsoft Suite, Google Suite, and relevant CRM systems and portals. • Communicate through suitable digital channels, including text messages and emails • Manage shared inboxes effectively.
Transport clients to appointments and activities	• Safely transport clients to and from their appointments • Assist client to manoeuvre in and out of vehicle using suitable manual handling techniques and equipment • Drive responsibly to ensure the safety of client or others • Select appropriate mode of transport for client (wheelchair access) • Conduct risk assessment of the conditions and environment prior to transporting or moving between locations.

Function performed	Sub functions
Understand client and their needs	• Identify and understand the unique situation of individuals • Have knowledge of key issues such as dementia, mental health, alcohol and other drugs (AoD), domestic violence and family (DVF), disability, homelessness, poverty, trauma, and cultural safety.

3.2.1.2 Frontline Administration Worker

Summary of key skills and attributes

The following skills and attributes were common across job roles explored during functional analysis interviews:

Understanding of Society and Disadvantage: • Awareness of social structures and inequalities.	**Empathy:** • Capacity to understand and share the feelings of others.
Inquisitive/Innovative: • Curiosity and creativity in seeking new ideas or solutions.	**Problem Solving:** • Ability to identify issues and develop effective solutions.
Self-Awareness: • Recognition of one's own emotions, biases, strengths, and weaknesses.	**Ethical:** • Commitment to moral principles and integrity in decision-making.
Change Management: • Navigate and implementing change effectively.	**Communication:** • Convey information effectively in various contexts

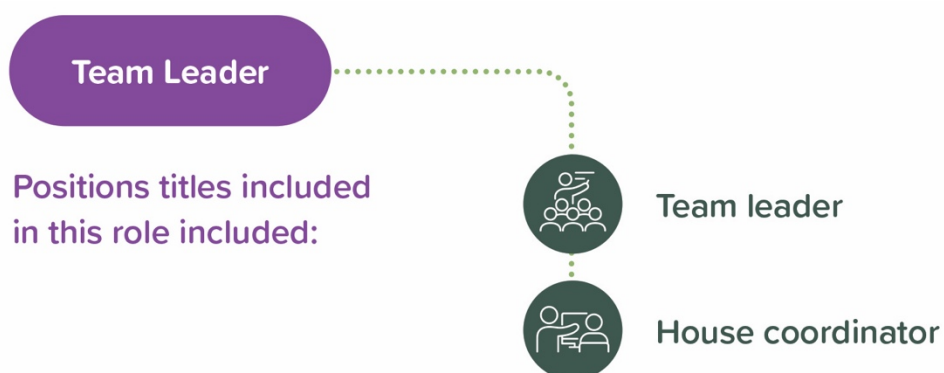| | • Communicate effectively with internal and external stakeholders |
	• Receive and interpret information.
Writing: • Be able to write and respond to communications • Be able to record/report interactions accurately.	**Managing Behaviours:** • Skills in guiding and influencing others' behaviours • Conflict management and complaints handling.
Working with Diverse People: • Ability to collaborate, interact and understand individuals from varied backgrounds.	**Follow Procedures:** • Adherence to established protocols and guidelines.
Digital Skills: • Proficiency in utilising information technology tools.	**Problem-Solve:** • Reiterates the ability to address challenges and find solutions.

Job Functions and Sub-functions

The following table provides a summary of the functions and sub functions by analysing a day in the life of a frontline administration worker.

Function performed	Sub functions
Provide first point of contact	• Identify and understand the unique situation of individuals • Research and gather knowledge of key issues such as dementia, mental health, alcohol and other drugs (AoD), domestic violence and family (DVF), disability, homelessness, poverty, trauma, and cultural safety • Conduct risk assessments to identify issues and potential support requirements • demonstrate empathy and understanding in all interactions with clients • Remain aware of social structures and inequalities that affect clients • Communicate effectively with other support workers and clinicians • Provide advice and guidance to clients based on their specific needs • Perform duties with a strong emphasis on cultural safety • Manage difficult behaviours by employing conflict management techniques.

Function performed	Sub functions
Work in a community service setting	- Collaborate and engage with individuals from diverse backgrounds - Perform tasks and manage workload according to organisational policies and procedures - Research and acquire knowledge of the industry, service provided, client characteristics and relevant laws and regulations - Demonstrate adaptability and flexibility in responding to changing circumstances - Utilise problem solving techniques and critical thinking to make informed, creative decisions - Perform tasks and duties with a cultural and trauma informed perspective - Contribute as an effective team member in all activities - Apply customer service standards to perform duties - Perform duties ethically adhering to integrity and moral principles - Navigate and implementing change effectively in response to organisational needs - Follow established protocols and guidelines while performing duties.
Interact and engage with clients	- Receive and interpret information effectively to understand client and stakeholder needs - Answer phones and manage initial communications - Employ conflict management, strategies to resolve disputes amicably - Implement behaviour management techniques as needed - Communicate with individuals and other support providers and clinicians to coordinate care - Demonstrate a capacity to understand and share the thoughts and feelings of others - Document notes and record interactions accurately using effective communication methods (emails, templates and other organisational specific software and programs).
Work Safely	- Conduct risk assessments of situations and individual circumstances, such as those related to domestic violence - Adhere to Workplace Health and Safety policies and procedures to ensure a safe environment.

Function performed	Sub functions
Complete documentation	• Demonstrate sufficient language, literacy and numeracy skills to complete assigned tasks • Fill out templated forms, such as Intake forms accurately and effectively • Communicate effectively with stakeholders, accurately and clearly • Provide accurate and clear information using reporting systems, portals, case notes and file notes.
Selfcare and management	• Stay informed about psychosocial hazard and prioritise self-care practices • Implement selfcare and healing strategies to promote personal wellbeing • utilise reflective processes to enhance engagement and improve performance of duties • Demonstrate emotional regulation in interactions with clients, • Serve as a positive role model for colleagues and clients • Understand one's role and purpose for working in the community service sector • Develop resilience and emotional intelligence to effectively manage situations and incidents • Recognise and reflect on own emotions, biases, strengths, and weaknesses.

3.2.1.3 Team Leader

Team Leader

Positions titles included in this role included:

Team leader

House coordinator

Summary of key skills and attributes

The following skills and attributes were common across job roles explored during functional analysis interviews:

Leadership: • Ability to guide and motivate a team effectively.	**Customer Service:** • Focus on meeting client needs and expectations.
Business Management: • Knowledge of managing resources and operations.	**Decision Making:** • Skills in assessing situations and making informed choices.
Financial Acumen: • Understanding financial principles and managing budgets.	**Policy Implementation:** • Ability to apply and oversee organisational policies.
Understanding of Society, Disadvantage, and Power: • Awareness of social inequalities and their impact.	**Empathy:** • Capacity to understand and relate to others' emotions.
Inquisitive/Innovative: • Curiosity and creativity in problem-solving and improvement.	**Problem Solving:** • Skills to identify issues and devise effective solutions.
Self-Awareness: • Recognition of one's own emotions and influences.	**Ethical:** • Commitment to moral integrity and ethical practices.
Change Management: • Ability to navigate and implement organisational change.	**Capacity to Influence:** • Skills in persuading others while also being open to influence.
Crisis Management: • Handling and resolving emergencies effectively.	**Emotional Intelligence:** • Self-regulation and understanding of emotions are critical for team dynamics.
Analytics/Synthesizing Information: • Skills in interpreting data and making informed decisions based on numeracy.	

Job Functions and Sub-functions

The following table provides a summary of the functions and sub functions by analysing a day in the life of a team leader.

Function performed	Sub functions
Lead and manage a team	• Manage human resources effectively to meet organisational needs • Create and maintain rosters and schedules • Provide clear work instruction to staff and volunteers • Lead, support, guide, motivate the team to foster a positive work environment • Coach, mentor and train workers and volunteers to enhance their skills and performance • Conduct effective performance manage workers and volunteers • Monitor and ensure a high level of quality support for clients • Oversee the onboarding and offboarding process of workers • Self-regulate and understand own emotions to remain impartial and objectivity in interactions • Apply conflict resolution skills to address and resolve issues within the team.
Address the needs of staff	• Facilitate worker stress management and care programs for staff • Serve as a first point of contact for workers to report issues and risks.
Recruit, select and onboard staff	• Participate in the interview and selection process for new staff • Perform mentoring and coaching to support staff development • Onboarding and off-boarding of staff in according to organisational policies and legal requirements.
Ensure a safe workplace	• Adhere to safety plans and systems to ensure a safe environment • Understand and respect workplace boundaries, addressing workplace bullying when it occurs • Conduct risk management for situations, activities, workplace tasks and premises • Manage and report hazards and incidents promptly and accurately • Address psychosocial risks to promote a healthy work environment.

Function performed	Sub functions
Maintain regulatory and organisational compliance	• Identify and understand compliance requirements, including funding, relevant regulations, legislation, internal policies and procedures and community standards • Maintain and monitor compliance within operations according to organisational policies and procedures, regulatory requirements and ethical standards • Oversee the application of organisational policies throughout the team, • Communicate organisational to staff requirements and ensure understanding and implementation • Navigate and implement organisational change.
Manage assets and property	• Manage tenancies agreements and relationships effectively • Conduct assessments on premises to evaluate their condition • Report, organise and oversee the maintenance and repair work as required • Understand and address issues related to hoarding and squalor • Make informed and ethical decisions regarding resource management.
Coordinate personal care	• Communicate and coordinate with support workers and clinicians • Assess and review the evolving clinical needs of clients regularly.
Contribute to continuous Improvement	• Foster and contribute to a culture of continuous improvement within an organisation • Utilise curiosity and creativity to solve problems and identify opportunities for improvement.
Interact and engage with clients	• Engage and communicate with families and carers of clients • Collaborate and communicate with support workers and clinicians to ensure coordinated care • Foster and nurture positive relationships with clients and stakeholders • Monitor and maintain high level of support for clients to meet their needs • Deliver person centred customer service tailored to individual preferences • Use empathy and effective listening to understand and connect to others' emotion • Persuade others while remaining open to other perspectives and influences.

Function performed	Sub functions
Manage finances	• Understand financial principles and effectively manage budgets • Provide accurate and factual evidence for auditing and claiming purposes in accordance with regulatory and organisational requirements • Contribute to the development of budgets and financial planning processes • Monitor and maintain budgets ensuring appropriate control over spending.
Report information	• Demonstrate sufficient language, literacy and numeracy skills to complete assigned tasks effectively • Communicate effectively with stakeholders to ensure collaboration and understanding • Utilise reporting systems, portals, case notes and file notes to communicate information accurately and clearly • Prepare reports for funding applications and mandatory reporting requirements as needed.
Work in community service setting	• Perform care duties according to client needs • Recognise and respond to the specific needs of clients • Understand and fulfil the role and responsibilities effectively • Recognition of one's own emotions and influence • Commit to maintaining moral integrity and ethical practices in all interactions.
Apply digital skills	• Provide support and training to workers on the use of digital systems • Complete reporting duties online using software and portals • Monitor digital and cyber security measures to protect workers and clients.
Perform customer service duties	• Address and manage complaints and disputes effectively • Develop strategies to resolve situations and improve outcomes • Prioritise meeting client needs and exceeding their expectations.

Function performed	Sub functions
Make decisions	• Assess situations and identify issues and develop effective solutions for informed decisions • Solves problems independently with minimal guidance • Advocate on the behalf of clients to ensure their needs are met • Apply creativity and innovation to the decision-making process • Make informed and ethical decisions regarding resources and operations • Respond to and resolve emergencies effectively.
Advocate for Clients	• Suggest and guide clients to additional and alternative support options.

3.2.1.4 Managers

Managers

Positions titles included in this role included:

Manager

House manager

Tenancy manager

Asset manager

House coordinator

Summary of key skills and attributes

The following skills and attributes were common across job roles explored during functional analysis interviews:

Leadership and Management: • Effective guidance and administration of teams and projects.	**Financial Acumen:** • Ability to manage budgets and understand financial operations.
Policy Implementation: • Executing and overseeing adherence to organisational policies.	**Understanding of Society, Disadvantage, and Power:** • Awareness of social dynamics and inequalities.
Empathy: • Capacity to connect with and understand the needs of others.	**Inquisitive/Innovative:** • Curiosity and ability to develop new solutions and improvements.
Problem Solving: • Skills to identify challenges and craft effective solutions.	**Self-Awareness:** • Insight into one's own strengths and areas for growth.
Ethical: • Commitment to ethical standards and practices.	**Capacity to Influence and Be Influenced:** • Effective communication and openness to feedback.
Curiosity: • Eagerness to explore and understand complex issues.	**Crisis Management:** • Competence in handling emergencies effectively.
Emotional Intelligence: • Understanding and managing emotions to foster positive interactions.	**Analytics/Synthesizing Information:** • Ability to interpret data and leverage numerical insights for decision-making.

Job Functions and Sub-functions

The following table provides a summary of the functions and sub functions by analysing a day in the life of a manager.

Function performed	Sub functions
Lead and manage a team	• Manage staff and volunteer performance and provide constructive feedback • Lead and inspire a cohesive team • Supervise care workers to ensure a high-quality standard of service • Support, guide, mentor and train workers and volunteers for their professional development • Create and maintain staff rosters and schedules • Recruit, select and induct new staff members effectively • Understand awards and employment conditions of workers • Conduct staff meetings to foster communication and collaboration.
Manage client services	• Identify client support needs and be aware of social dynamics and inequalities • Demonstrate empathy and connect with others to understand their needs • Plan services and activities to meet client needs • Coordinate and schedule appointments for clients efficiently • Liaise and collaborate with schools, clinicians and other support services to ensure client needs are met • Carry out case worker responsibilities to support clients effectively • Provide solutions to client related issues and support needs • Recommend support services • Facilitate the transition of clients in and out of support services smoothly • Develop support and intervention plans for clients • Manage personal emotions to foster positive interactions and relationships • Assess effectiveness of support services to ensure they meet the needs of the client.

Function performed	Sub functions
Manage finances	- Manage budgets and financial operations effectively - Monitor staff rostering and overtime according to budgetary constraints - Be aware of and able to implement and perform income and rent assistance assessments - Monitor and control budget spending to stay within budget limits - Develop and finalise financial reporting for organisational accountability - Utilise spreadsheets and other financial software to manage financial data accurately.
Manage service delivery	- Ensure that staffing ratios and other support conditions are consistently met - Lead and manage projects to achieve desires outcomes - Collaborate with service providers to achieve enhanced service delivery - Schedule and plan care activities to meet the needs of clients.
Monitor workplace health and safety	- Perform safety checks and risk assessments to ensure a safe environment - Adhere to established safety plans and systems - Understand and maintain workplace boundaries, addressing bullying and harassment issues appropriately - Manage risk associated with situations, activities, workplace tasks and premises - Manage, report and investigate incidents and hazards to ensure accountability - Address psychosocial risk to promote a healthy workplace.
Manage compliance	- Manage compliance with local laws and regulations - Maintain knowledge of funding, standards and relevant legislation, - Maintain and develop house policies - Monitor the completion of documentation for compliance requirements - Oversee the use of compliance systems to ensure effectiveness - Engage in continuous improvement, initiatives to enhance operations - Contribute to the development of policies and procedures.
Report information	- Report on client activities, progress, and additional support needs - Complete case notes, incident reports and other necessary documentation accurately - Document client story to provide a comprehensive understanding of their journey.

Function performed	Sub functions
Monitor own performance and work	• Uphold professional boundaries in all interactions • Maintain a positive attitude while recognising the importance of the role and responsibilities • Monitor and manage own selfcare to prevent compassion fatigue • Implement reflective practice for yourself and colleagues to foster personal and professional growth • Recognise and act upon social responsibility within the community • Identify one's own strengths and areas for development • Employ a growth mindset to adapt and future proof service provisions • Model core values, principles, and best practices in your work • Commit to upholding ethical standards and practices.
Interact and engage with clients	• Identify and understand client issues including mental health alcohol and other drugs (AoD), disability, and domestic and family violence (DFV), as well as their complex needs • Apply conflict management strategies to de-escalate situations, negotiate, problem solve, and understand underlying factor • Monitor and ensure cultural safety in all interactions • Manage difficult behaviour effectively and sensitively • Manage emergency situations and provide support to staff and involved persons • Implement trauma-informed care practices to support clients appropriately • Perform duties with a commitment to cultural diversity and sensitivity • Effectively communicate and remain open to feedback for continuous improvement.
Make decision	• Address client-related issues and support their individual needs • Apply critical thinking in all interactions • Prepare for emergencies and respond quickly to situations • Investigate and comprehend the complex issues • Exercise sound judgements that affect both clients and workers • Foster curiosity to develop innovative solutions to enhance the decision-making process • Identify challenges and design effective contingency plans.

Function performed	Sub functions
Engage with stakeholders	• Engage with external contractors and maintenance service providers • Collaborate with other support services and practitioners • Foster positive working relationships with all stakeholders.
Manage assets and property	• Manage properties and assets • Apply knowledge of real-estate leasing and purchasing requirements • Conduct procurement activities.
Document management	• Generate accurate case notes and reports • Collect and organise data • Create, store and archive documentation • Review and assess documentation completed by workers.

3.2.2.   Foundation Skills

The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the 5 core skills of learning, reading, writing, oral communication and numeracy. the scale of performance is measured from one (low level performance) to 5 (high level performance).

The Core Skills for Work Developmental Framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as employability or generic skills. They include skills such as problem solving, collaboration, self-management, communication and information technology skills.

Employers highlighted the levels of foundation skills required to perform each job role to the standard expected. For example, a frontline support worker may be required to document via case notes the occurrences of the day by entering dot points into a note template, whereas the team leader would be required to complete reports detailing incidents in sentence form with detail and objectivity. The importance of the information is the same, however the intended audience changes and hence the level increases from a level 3 for the frontline worker to a level 4 for a team leader.

During the analysis we evaluated core skills, and the following are examples of the findings.

Core Skill	Summary of level
Writing	1. Can write a simple idea or message. 2. Can convey meaning on familiar topics with basic vocabulary. 3. Can link ideas and information clearly for the intended audience. 4. Can communicate complex ideas, matching style to purpose. 5. Can write complex texts with precision, using a range of styles.
Digital Literacy	PL1. Can demonstrate very limited awareness and use of digital devices. 1. Can show basic understanding and use of familiar digital tools. 2. Can manage familiar digital devices and software with limited strategies. 3. Can actively explore and apply digital tools in familiar and some new settings.

The tables below delineate each role and the anticipated level at which workers can apply the Foundation Skills in accordance with the Australian Core Skills Framework (ACSF) and the Core Skills for Work Developmental Framework (CSfW) relevant to each position. The allocated level is an indication of the level required to perform the role.

Australian Core Skills Framework (ACSF)

	Frontline Support	Frontline Admin	Team Leader	Manager
Learning	2	2	3	4
Reading	3	3	4	4
Writing	3	3	4	4
Oral Communication	3	4	4	5
Numeracy	3	2	4	4
Digital Literacy	2	2	2	2

Core Skills for Work Developmental Framework (CSfW)

	Frontline Support	Frontline Admin	Team Leader	Manager
Cluster 1 - Navigate the world of work				
a. Manage career and work life	2	2	3	4
b. Work with roles, rights and protocols	3	2	4	5
Cluster 2 - Interact with others				
a. Communicate for work	3	3	4	4
b. Connect and work with others	3	4	5	4
c. Recognise and utilise diverse perspectives	3	3	4	4
Cluster 3 - Get the work done				
a. Plan and organise	3	3	4	4
b. Make decisions	3	2	4	4
c. Identify and solve problems	3	3	4	5
d. Create and innovate	2	1	3	4
e. Work in a digital world	2	2	3	3

3.2.3.   Licensing

All frontline support workers, team leaders, and managers at the organisations interviewed required the following checks and licenses:

- Current Driver's License
- First aid certification
- National Police Check
- Working with children's check (if interacting directly or indirectly with people under 18)
- NDIS Worker Screening (if interacting directly or indirectly with people with disability).

Frontline Administrative Workers did not require current Drivers' Licences and first aid certification in some circumstances; however, they required the other identified licences.

3.2.4.   Career Pathways

The interviews provided clear pathways for workers in the sector:

- Frontline workers often move into team leader roles. They also choose to move into specialist roles, such as case management, allied health, counselling via further studies.
- Team leaders often move into middle management such as operations management, property management.
- Middle management often move into director positions, service/program management, or site management.
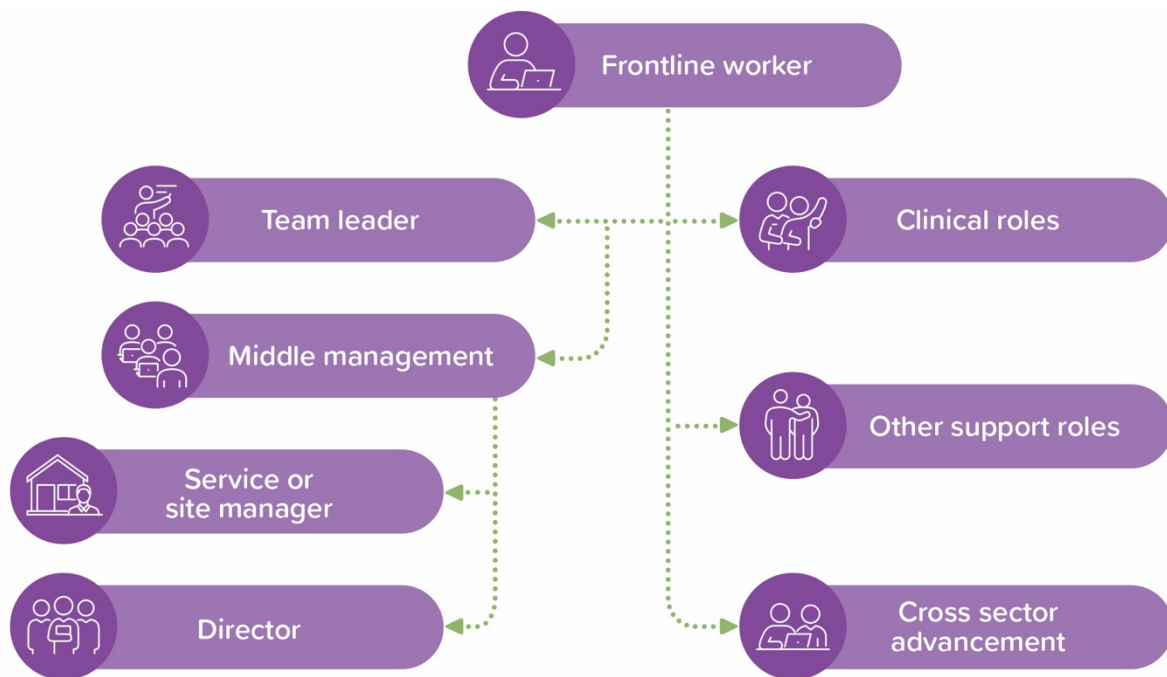
Qualification pathway examples:

Supported independent living (disability, aging support) in remote Western Australia		
	Job Title	**Qualification required**
First Job	Support worker	Certificate III in Community Services
Second Job	Outreach worker	Certificate III in Community Services
Third Job	Team leader	Certificate IV in Community Services
Fourth Job	Operations manager	Diploma of Community Services

Foster care (respite, emergency, short term) in regional New South Wales		
	Job Title	**Qualification required**
First Job	Direct care worker	A certificate IV level qualification (not specified)
Second Job	House manager	A certificate III or IV level qualification (not specified)

Public and community housing provider in regional and metro New South Wales		
	Job Title	**Qualification required**
First Job	Frontline administration worker	Not generally required
Second Job	Team leader	Diploma of Community Services
Third Job	Tenancy manager	Certificate III in Community Services
Fourth Job	Asset manager	A Diploma level qualification (not specified)

3.2.5.   In-house Training

The organisations interviewed provided the following topics covered as internal professional development which may provide an indication of training gaps in the training package.

* The numbers in brackets indicate the number of employers that indicated they train staff internally either during onboarding or as cyclic training.

Foundations of Support Work

- case management (1)
- disability support (intellectual & physical) (1)
- personal care (1)
- medication administration (2)
- risk assessment (2)

Specialised Support Skills

- specialised high-intensity support (e.g., diabetes) (1)
- food handling & safety (2)

Vulnerable Persons Protection

- child protection & safety (4)
- trauma-informed practice (5)
- domestic and family violence (2)

Emergency Response

- fire (1)
- first aid (3)
- mental health first aid (1)
- crisis response and behaviour support (1)
- therapeutic crisis management (1)

Workplace Safety

- manual handling (6)
- sexual harassment (2)
- compassion fatigue (1)

Cultural and Social Awareness

- cultural awareness (7)
- intersectionality (1)

Ethical and Legal Responsibilities

- ethical behaviour (1)
- human rights (1)
- legislation (3)
- privacy (1)
- reporting (5)

Leadership and Management

- leadership (1)
- finance management (2)
- workplace conflict management (1)
- staff supervision (1)

3.2.6.   Training Package Gaps

Employers frequently identified gaps in the training package, particularly within the training package specific qualifications and units of competency. Where similar comments were made, they have been included below to emphasise key concerns. Below is a summary of the feedback received, grouped into key themes.

Specialisations:

- Community services qualifications are beneficial due to their broad scope and lack of entry requirements.
- The Certificate III in Community Services is generic, which allows flexibility, but relies on Registered Training Organisations (RTOs) to choose appropriate electives.
- The Certificate III in Community Services with disability electives is preferable for disability work, as the Individual Support qualification is viewed as too medical.
- The Certificate IV in Community Services lacks sufficient focus on key areas such as therapeutic practices, trauma, vicarious trauma, autism, Alcohol and Other Drugs (AOD), mental health, communication, and diversity.
- Specialisations within the Diploma of Community Services may not be practical when different qualifications exist, complicating the selection of specializations and electives for RTOs.

Units of competency inclusions/exclusions:

- The Certificate II in Community Services should include essential components such as communication skills (reading, writing, oral), emotional intelligence, workplace health and safety (WHS), and legal/ethical knowledge.
- An "Introduction to Community Services" unit is recommended to help students analyse sector position descriptions, understand local organizations, and familiarize themselves with daily duties.
- There is a strong need for a "Cyber-Safety" or "Working Online" unit to address current digital safety concerns.
- First aid should be made compulsory.
- Cultural awareness, particularly indigenous knowledge, is important.
- Understanding sexual identity and gender issues is crucial in the out-of-home care sector.
- There is value in addressing how to transform lived experience into lived expertise, possibly through peer worker units.

Leadership & management:

- Leadership and staff supervision training is necessary as staff often move from frontline support worker to team leader without further qualifications.
- Diploma-qualified workers may become team leaders, it would be beneficial to add management units.

Case management:

- Issue with placements requiring a degree. Perhaps the solution is not having to perform case management but having an awareness of case management practices.
- Case management is too hard.

- Case management placement hours are hard to provide unless you are an RTO that can facilitate the placement yourself.

Recognition of Prior Learning (RPL):
- RPL can often be detrimental to people getting hands-on experience.
- RPL is not appropriate for this type of work.
- There is significant demand for the qualifications, so easing placement pressures and RPL opportunities are important.
- RPL into bachelor level: Bachelor of human services is different to social work (social work isn't as flexible because it is recognised overseas and accredited by the ASW which are quite conservative).

Online learning:
- Online options should be considered when writing units as a lot of workers in this industry live in remote areas.
- Consider soft skills if courses are delivered online.
- Online offerings may incentivise people to complete their Certificate IV while working in the industry.
- Assessment tools should be suitable for online delivery.

Work placements:
- While practical placements are essential, they can present various challenges, and simulated assessments may serve as an effective alternative.
- Training effective supervisors is crucial; it may be beneficial to embed guidance on supervision practices within the qualifications or placement framework.
- There is a concern about excessive documentation requirements for placement supervisors.
- Flexibility in placements is needed, exploring options that allow for varied student learning methods beyond traditional time-based placements, such as digital engagement alongside in-person experiences.

Volume of learning and qualification nesting:
- 20 units to complete the Diploma of Community Services is too much for students doing the qualification while working.
- Certificate III should be at a post-school level.

Pathways:
- Certificate II in Community Services often leads to students going into early childhood education and care.
- Skill sets need to directly relate to a qualification (i.e., provide credit transfer opportunities).
- Nesting qualifications could enhance credit transfer possibilities, allowing for a more integrated learning approach.

Companion Volume Implementation Guide:
- CVIG needs to have better guidance on:
  - contextualising generic units (e.g., leadership).
  - Mapping the demonstration of performance through placement.

- ○ Context and language explanations for English Second Language students.

RTO:
- Ensuring consistency between RTOs delivering qualifications is important.

3.2.7. Sector Challenges

During the interviews, employers shared their perspectives on the sectors current challenges highlighting the pressing issues impacting on the community services sector. The table below provides a summary of their comments combined into key themes.

Key Challenges	Description
Funding	- Increasingly tight operational margins - Funding is very strict on what money can be spent on - Some organisations' funding is purely through charity fundraising.
Change fatigue	- Changes due to reforms, policies, industrial structural changes - Change of funding rules regularly.
Compliance	- Compliance requirements increasing, requirements are becoming increasingly clinical - Increasing red tape / bureaucracy (difference between registered/unregistered provider is huge: unregistered provider has a lot more compliance requirements) - Heavy compliance requirements (current reform which will make things even harder) - Tight regulation around access to housing for the homeless - Very strict award: some positions require degree-qualified workers.
Workforce attraction and retention	- A lot of providers have casual workforce - Low pay - Tertiary degrees needed for higher or specialised positions - Large turnover of staff (especially in frontline positions because of antisocial behaviour) - This work is not suitable for school leavers (need lived experience and interest in the area) - Finding first nations workers is hard - Tasmania health service doesn't offer enough hours to attract people. Covid played a big part in nurses moving away - First nations staff within an all-white workplace can be tough - Resource Stress leads to turnover (lots of overtime) - Pay drop from frontline to house manager (because they do not do as much overtime)

Key Challenges	Description
	• Finding qualified applicants for roles is hard.
Workload	• 24/7 rosters can be hard on the frontline workers • Supervisors are overloaded in their roles • Part-time workforce for a full-time service • Care/support demand is high.
Training	• New recruits without prior experience need a lot of training • Funding issues if staff drop out of training paid for by the organisation • First Nations learning style is visual instead of literacy-focused.
Skills shortages	• Literacy and digital literacy are a current issue, English as a Second Language learning (ESL) is also an issue given the workforce in this area • External support is often automated or online/phone.
Housing	• Property shortages.
Driving	• In remote areas, there is a need for driving safely: journey management, driving along road trains, satellite phones, kangaroos at dusk and dawn.

3.2.8.   Emerging Trends and Opportunities

During the interviews, employers shared their perspectives regarding the emerging trends and opportunities in the community services sector with the view to future proof the industry by implementing changes to the training package. The table below provides a summary of their comments combined into key trends and opportunities.

Key Trends	Impact or Opportunity
Technology	• Integrate technology with people's lives to improve independence • Cyber security and safety. Online service delivery • Privacy and cyber security • Digital literacy is increasingly important • Proficiency in Microsoft suite, different databases and portals used in the role, etc. • Technology experience: working from home • AI changes what needs to be learned: Critical thinking is important instead of rote learning.
Person-first service	• Getting out of routine care models (e.g., aged care) and into values-based recruitment (e.g., soft skills) is important

Key Trends	Impact or Opportunity
	• Worried that people will dumb down the work to be automated and less person-centred • Person-centred work needs to be strengthened (or at least not forgotten in the digital age).
Cross-organisations training	• People move around jobs so we may want a national professional development framework • Workers come from community services into child protection - cross-sector skills needed.
Increasingly wide knowledge demands	• Workers in community services often need to know about housing, societal disadvantages, understanding neurodiversity, mental health, gender, first aid, psychology, youth issues, domestic and family violence, suicide prevention, ethical behaviours, therefore they need to be agile, curious, empathic • Knowledge of navigating external services (e.g., Centrelink system, bank teller, NDIS).
Linkages with nurses' role	• Computer skills, telehealth, connect with medical appointments, updating equipment, taking vital signs instead of the nurses. Basically, doing some of the nurse's job is going to be increasingly needed • End of life planning - palliative care (supporting nurses as a support worker) • Carer might need to move into nursing (medication checks, simple wound care).
Cultural awareness	• Cultural awareness is important in remote WA because of the migrants that tend to work there.
Business continuity	• Emergency recovery management.
Change management	• Dealing with change.
Decision-making	• Decision-making for lower-level workers (autonomy of decisions without always consulting with manager).
Migrant workforce	• Queensland will grow by 800,000 people in the next 10 years (principally migrant labour), so consider ESL in learning (translation to English and back), differing cultural understanding, and international RPL.
Micro-credentials	• Micro-credential around some support activities (just-in-time learning as a refresh course) will be important moving forward.
Managers	• How managers manage themselves (given that they often come up the ranks without management or leadership training).

3.3. Government and Peak Body Consultation

During the feeding in sessions with government agencies and peak bodies in the sector, stakeholders shared the following key observations:

- Workers in metropolitan areas tend to have tertiary qualifications, while those in rural areas often complete VET qualifications.
- There is a lack of clear policy regarding the required qualifications for specific roles.
- Different VET providers offer various electives, which can limit students' choices based on available options.
- In Tasmania, government funding has been directed towards vocational education and training (VET) in schools, with a notable focus on the northwest region.
- Queensland is undergoing a review by the Training Ombudsman to improve the pricing framework for subsidised training and address high complaint levels in the community health sector. The Department is also examining student enrolment patterns, as some may only intend to complete select units of a qualification.
- In Victoria, a mandatory minimum qualification policy for family violence workers was established in July 2021, requiring higher education qualifications.
- Workers may pursue a Diploma of Community Services to advance to a Graduate Certificate, while some residential care roles have specific qualification requirements.
- The community services sector has become increasingly complex, facing systemic pressures and the diverse needs of clients. Students in rural and remote areas encounter significant barriers, such as limited placement opportunities, which affect their qualifications.
- There is an emphasis on developing skills in case management and client interaction. While tertiary qualifications are recommended, they are not mandatory for most roles.
- Most community services roles require training in family violence to ensure workers are adequately prepared.

3.4. Education pathways

The below diagram indicates the educational pathways for community services workers. Indicating the natural progression from new entrants through to management and specialist/clinical roles.

CHC22015 Certificate II in Community Services

This qualification serves as an introduction to the community sector for entry level students and is mainly offered as part of secondary education in either years 11 or 12. Generally, units of competency are delivered are integrated into the school curriculum and contribute to the student's graduation requirements.

CHC32015 Certificate III in Community Services

This qualification is delivered with several purposes in mind, including:

- included in school-based VET and traineeship programs
- providing an introduction into the community sector, for unemployed persons
- supporting workers in roles that are outside ageing, disability or early childhood sectors as they have specific qualifications available
- completed by students before advancing to higher AQF levels and/or specialised qualifications.

CHC42021 Certificate IV in Community Services

This qualification is used by students who are on a pathway to team leadership, however, in some organisations it was also a requirement to be a frontline support worker.

CHC52021 Diploma of Community Services

This qualification is utilised by existing workers to advance within an organisation and as an entry level to managing facilities, services or programs. It was identified by employers as being a requirement for some frontline support worker roles.

CHC62015 Advanced Diploma of Community Sector Management

This qualification is often completed by those re-entering the community sector and/or updating their business management skills after completing relevant degree or bachelor level qualifications or as a pathway to further study.

Higher Education

Research has been conducted into the entry requirements, credit application or recognition of prior leaning and the relationship between the Diploma and Advanced diploma. A variety of universities are delivering integrated VET qualifications, and some are offering a reduction in the time of their degree or bachelor courses.

Skill sets

Skill sets are a single unit of competency or a combination of units of competency from a training package that link to a licensing or regulatory requirement, or a defined industry need.

The below information forms the reasoning behind the current skill sets:

Skillset	This skill set focusses on:
CHCSS00065 Workforce Planning Skill Set	Workforce planning across the community services and health sector.
CHCSS00082 Lead and Mentor	Team leaders or managers to coordinate, mentor and lead teams and individuals.
CHCSS00083 Lead Inclusion and Collaboration	Leading inclusive practices and collaborating on service provision in a variety of roles in the community sector.
CHCSS00084 Lead and support colleagues	Team leaders or managers responsible for coordinating teams and supporting the wellbeing of colleagues working in stressful and demanding roles.
CHCSS00087 Risk Management	Identification and management of risks in organisations.
CHCSS00086 Quality Management	Supporting the development of quality outcomes for organisations and to lead change and continuous improvement processes.
CHCSS00089 Service Coordination and Collaboration	Coordinating services for clients including establishing and maintaining working relationships and partnerships with other service providers in the health or community sector.
CHCSS00139 Team Leader	Leading and coordinating teams in the health or community services sectors.

4. Key Findings

4.1. Overview and Broad Recommendations

4.1.1.　Qualifications Aim

The research indicates that the community services qualifications under review are broad and "generalist", designed to provide foundational skills applicable across various practice areas such as disability care, youth housing, aged care. In contrast, more specialised qualifications, such as those in youth work, aged care, individual support, and social housing, focus on specific practice areas with more in depth skills and knowledge.

The generalist nature of these qualifications highlights the need for core units that emphasise essential skills common to all community services practice areas such as* sector awareness, communication, trauma-informed care, self-care, cultural competence, diversity, first aid, reporting, risk assessment, working legally and ethically, manual handling, and leadership, to better prepare graduates for the diverse challenges faced in community services roles as well as career mobility between organisations and practice areas.

Note: Some topics apply only to higher-level qualifications.

4.1.2.　Qualifications Levels

Although there are very few official qualifications level requirements in the industry, the following are generally accepted guidelines:

- *CHC22015 Certificate II in Community Services* is viewed as an introduction to the sector, with its principal aim to be a pathway into higher-level qualifications.
- *CHC32015 Certificate III in Community Services* is viewed as the low-level qualification for frontline workers in the sector.
- *CHC42021 Certificate IV in Community Services* is viewed as the base-level qualification for frontline workers extending to team leaders in the sector.
- *CHC52021 Diploma in Community Services* is viewed as the high-level qualification for frontline workers and base-level qualification for team leaders in the sector.
- *CHC62015 Advanced Diploma in Community Services Management* is viewed as the high-level qualification for team leaders and base-level qualification for managers in the sector.

4.1.3. Job Functions Overlaps

Some functions and subfunctions were identified across multiple job roles. The table below summarises the functions and how these overlaps across multiple roles.

Function	Frontline Support	Frontline Admin	Team Leader	Manager
Work in a community service setting	√	√	√	
Provide personal care	√		√	
Manage mealtime and food preparation	√		√	
Manage medication	√		√	
Provide trauma-informed care	√		√	
Manage activities for clients	√		√	
Transport clients to appointments and activities	√		√	
Advocate for clients	√		√	
Client education, induction, and training	√		√	
Understand client and their needs	√		√	
Provide first point of contact		√		
Interact and engage with clients	√	√	√	√
Interact and engage with colleagues	√		√	
Maintain the safety of clients and workers	√		√	
Comply with internal and external standards	√		√	
Maintain regulatory and organisational compliance			√	
Manage compliance				√
Work Safely		√		
Ensure a safe workplace			√	
Selfcare and management	√	√	√	
Apply digital skills	√		√	
Complete documentation		√		
Complete reporting tasks	√		√	

Function	Frontline Support	Frontline Admin	Team Leader	Manager
Report information			√	√
Complete administrative duties	√		√	
Manage resources	√		√	
Manage finances			√	√
Lead and manage a team			√	√
Address the needs of staff			√	
Recruit, select and onboard staff			√	
Manage assets and property			√	√
Coordinate personal care			√	
Contribute to continuous improvement			√	
Perform customer service duties			√	
Make decisions			√	√
Manage client services				√
Manage service delivery				√
Monitor workplace health and safety				√
Monitor own performance and work				√
Document management				√

4.1.4.   Work Placement requirements

In general, the industry recognise work placement as an essential component of any qualification leading to employment outcomes in the community service sector. However, it was also identified key barriers to work placement, including:

- placement suitability: students under the age of 18 are ineligible to complete vocational placement in most care facilities (aged care and early childhood)
- placement fatigue: work placement creates work-life balance challenges
- placement poverty: reduce work hours or cease work to complete work placement causes financial pressure and stress on students
- placement availability: organisations declined placement during covid-19 pandemic and the sector has not yet recovered.

Further consultation is recommended to assess the adequacy of practical work placement across these qualifications.

4.1.5.   Mandatory Checks and Licensing

All employment data gathered confirms the need for workers to have:

- a National Police Check
- a working with children check (if working in the vicinity of children)
- a NDIS Worker Screening (if working in the disability sector).

Further consultation is required to identify whether to include a statement alongside all qualifications reviewed that prospective students who cannot obtain the above checks should not undertake the qualifications.

Furthermore, the employment data gathered also confirms the need for frontline workers to have:

- a first aid certificate
- a current Driver's License.

Further consultation is required whether to include a first aid unit in the Certificate II, III, and IV in Community Services, as well as the inclusion of the unit of competency *TLIC0031 Apply low risk car driving behaviours* as an elective for Certificate III, IV, and Diploma in Community Services.

4.1.6.   Companion Volume and Implementation Guide Recommendations

Effective contextualisation of units to specific job roles and sectors is essential to ensure training aligns with real-world practices. To that end, the CVIG needs to include information to help users of the training package understand how a unit can be contextualised for a specific sector. For example, how do concepts like diversity, manual handling, and legislative frameworks apply across different contexts, such as disability care or youth housing. Additionally, the CVIG should provide language support to assist ESL students in navigating course materials effectively.

We have also heard that the CVIG should address the ambiguity in what simulated workplaces looks like, and how to address privacy and sensitive actions as part of the units of competency. To support quality learning and assessment, the CVIG should also include exemplars of good supervision documentation for

units that require work placement. This may take the form of an exemplar placement logbook which maps performance evidence to logbook entries, provides prompts such as reflections on difficult conversations, identifying work health and safety issues, or safeguarding privacy.

The interviews indicated that the Certificate II, which is mostly delivered in schools, should concentrate on early childhood competencies given the age of students undertaking this qualification. The elective units CHCECE002, CHCECE004, CHCECE015, which already form part of the qualification, are the most appropriate to address these competencies, therefore adding VET in schools guidance in the CVIG may add additional support to RTOs delivering to this cohort of students.

Consultation identified other key areas to be addressed in the CVIG in relation to the delivery of community services qualifications, addressing the needs of students, curriculum developers and trainers and assessors, including:

- provide guidance on triggers, vicarious trauma and lived experience (potential content warning for qualifications)
- provide a glossary or safe language guide to recognise and combat biases and lenses from being applied in the application of the training package
- identify boundaries and techniques to manage student triggers and trauma.

4.1.7.   Other Routine Changes

During the review process, the following minor changes to units have been identified:

- updating all superseded units and replacing them with equivalent units
- consulting stakeholders of the appropriateness of superseded units replaced by non-equivalent units
- undertaking a review of key unit of competency to allow online delivery and assessment possibilities
- merging duplicate units and closely related units
- reviewing units for readability, ambiguity, and to ensure that a sector awareness is explicit wherever possible.

4.2. Next Steps

The next step in this project is to undertake targeted consultation with RTOs to refine these findings and recommendations, identify key challenges currently delivering these qualifications as well as practical solutions. Additionally, undertaking a validation with the Technical Committee. The Technical Committee is formed by a group of technical experts in the sector. The Technical Committee's feedback will guide the drafting of the revised training products, ensuring alignment with the sector needs and strategic priorities.

- Insights from a range of stakeholders is integral to shaping the approach to drafting these qualifications, revised and new units of competency and skill sets. Once the early drafts are finalised, these will be shared on the project's page on the HumanAbility's website for public and government consultation. A series of face to face and virtual workshops will be held in May and June 2025 to gather further stakeholder feedback.