



HumanAbility

Submission

OSCA 2027 Update

APRIL 2027



Acknowledgement of Country

HumanAbility acknowledges the Aboriginal and Torres Strait Islander peoples as the Traditional Owners and Custodians of Country throughout Australia. We pay our respects to Aboriginal and Torres Strait Islander Elders – past and present, and recognise their enduring connection to their culture, lands, seas, waters and communities.

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HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.

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About HumanAbility

Who are we?

As the Jobs and Skills Council for the care and support economy, HumanAbility partners with sector specialists to advance skills, training and workforce development.

Our goal is to lead and facilitate in consultation with industry the continuing development of skilled and sustainable workforces which can meet growing community demand.

What do we do?

- Workforce planning
- Training Product development
- Implementation, promotion and monitoring
- Industry stewardship

We are tripartite. Our governance structure and stakeholder engagement approach reflect government, union and industry.

Our sectors



Aged Care &
Disability Services



Children's
Education & Care



Health



Human (community)
services'



Sport &
Recreation

Summary

HumanAbility reviewed OSCA codes across the care and support economy, covering health, community services, early childhood education and care, aged care and disability services, and sport and recreation, using three inputs:

- Careful mapping of qualification descriptors and skills against OSCA descriptors and skill.
- Targeted consultation with peak bodies and key stakeholders across each sector.
- Job analysis undertaken during the review of training packages¹.

The review finds that current classifications do not always reflect how occupations are structured or how workers enter and progress through occupations. Three key issues require action:

- OSCA does not adequately recognise assistant and pathway occupations.
- Some occupations do not reflect practice.
- The skill level structure does not reflect training pathways.

These issues reduce the accuracy of occupation data and limit workforce planning. The submission provides evidence-based examples of recommended changes. **A full list of proposed changes can be found in tables 1-5 at Attachment 1.** HumanAbility welcomes further engagement to validate and refine these changes.

Assistant and Pathway Occupations

OSCA does not adequately recognise assistant and pathway roles as distinct occupations. HumanAbility is aware that OSCA does not include separate occupations for trainees. However, Assistant roles and other occupations that create pathways into higher skilled roles, operate under supervision, within a defined scope of practice, and contribute to service quality and capacity. These roles are particularly common across community services, mental health, alcohol and other drugs, youth work and allied health. The lack of recognition reduces visibility of entry pathways, weakens workforce data and limits accurate workforce planning. HumanAbility recommends creating distinct assistant and entry-level occupations where these roles are not captured. This can be achieved in two ways:

- Create unit-level occupations aligned to professional roles.
- Create broader codes that capture assistant roles within sub-major groups.

Targeted refinements to existing occupations

¹ [HumanAbility Projects – Training Package Reviews](#)

Some occupations do not reflect how work is performed. Some codes:

- Group roles with different levels of responsibility.
- Assume higher autonomy than is typical for entry roles.
- Do not have suitable common job titles.
- Are not captured at all.

Targeted changes to existing occupation codes are needed to improve alignment between occupation data, training pathways and workforce demand. These include:

- Adjusting skill levels where they do not reflect practice.
- Adding alternative titles to common job roles.
- Introducing additional specialisations where roles are distinct but do meet the threshold for separate codes.

Training Package Reviews

HumanAbility's submission draws on detailed functional analysis of job roles undertaken during training package reviews. Job analysis provides task level breakdowns of occupations, clear differentiation between levels of responsibility, evidence of supervision, autonomy and scope of practice.

HumanAbility recommends that the functional analysis of occupations by HumanAbility be used to support OSCA refinements.

Completed reviews include Pathology, Optical Dispensing, Audiometry and Outside School Hours Care.² Further reviews are underway, including functional analysis that can be shared.

Skill Level Framework

While it is outside the scope of this consultation, HumanAbility recommends future reviews include changes to the skill level framework.

The current structure does not clearly differentiate levels.

- Certificates III and IV do not have the same level of capability and responsibility.
- Certificate IV is a common entry point to skilled practice.
- Certificate III roles require experience to operate independently, within their scope of practice, with some supervision.
- Certificate III can be conducted via Earn While You Learn or through class-based training. The mode of delivery should not impact on the skill level.

² [HumanAbility Projects](#)

- Certificate II provides foundation skills and support work readiness, rather than direct entry into occupations.

HumanAbility proposes the following adjustments.

- Skill Level 3 should align with Certificate IV or equivalent.
- Skill Level 4 should align with Certificate III, and industry recognised Skill Sets combined on the job training, or equivalent.
- Skill Level 5 should include Certificate II, reflecting the ability to gain entry level roles with no formal qualification, or limited work ready training, such as pre-apprenticeships.

First Nations Occupations

Current classifications do not adequately represent First Nations occupations.

- Roles are often embedded within broader codes or classified under generic categories using specialisations or alternative titles, obscuring data on these roles.
- This limits workforce planning, policy development and recognition of cultural expertise.³

First Nations peak bodies, including NACCHO and the Coalition of Peaks, have consistently advocated for greater data visibility and sovereignty under Priority Reform 4 of the National Agreement on Closing the Gap.⁴

There are also inconsistencies in how skill levels are applied. Some roles are classified based on knowledge depth rather than formal qualifications or experience, while other roles in health and education are classified at lower skill levels despite requiring equivalent cultural and community expertise.⁵

HumanAbility recommends targeted consultation with First Nations stakeholders to validate existing classifications, identify gaps in representation and inform development of new occupation codes where required. Improved recognition will support better data and stronger policy outcomes.

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HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.

³ For example, codes 4239, 4419, 461632, 221332, and 259999

⁴ <https://closingthegap.gov.au/national-agreement/priority-reforms>

⁵ For example, Religious Leaders 232231 (including Aboriginal and Torres Strait Islander Ceremonial Celebrant) and Aboriginal and Torres Strait Islander Land and Sea Ranger 244331 are rated at Skill Level 1 based on high levels of interest and personal commitment and recognising deep cultural knowledge. However, Aboriginal and Torres Strait Islander roles in health and education are ranked at Skill Level 3 and 4.

Appendix 1: Recommended changes to OSCA codes across the HumanAbility sector

Table 1: Sport and Recreation

OSCA Code and Title	Skill Level	Issue Type	Desktop Analysis	Evidence / Examples	Proposed options to address issues in OSCA
<p>Personal Service, Sports and Fitness Workers (46)</p> <p>Sports and Fitness Workers (462)</p> <p>Entertainment, Fitness and Sport Centre Managers (1613)</p> <p>Fitness Centre Manger (161334)</p>	2-5	Missing occupation	<p>The only occupations under 462 at skill level 3-4 are 4621 Fitness Instructors (general) and 4622 Pilates and Yoga instructors. The only suitable 4- or 6-digit codes for assistant roles in the 46 and 462 occupation codes with Skill Level 3-4, are 4621 Fitness Instructors (general) and 4622 Pilates and Yoga instructors. These are not assistant roles, which means that the only suitable code becomes 46 or 462.</p> <p>Similarly in the 1613 code and the associated centre manager codes, do not have a Skill Level 3-4 option.</p> <p>This means that assistant or pathway roles are not able to be captured.</p>	<p>For example, Assistant Coach (all sport types), Assistant Outdoor Adventure Instructor.</p> <p>Also, Assistant Fitness Centre Manager, Assistant Sport Centre Manager – which would encompass common alternative titles such as terms used by industry of Coordinator, Manager, Supervisor, Team Leader, and Duty Manager, that all provide an assistant function to Fitness Centre Managers and Sport Centre Managers. Although it could be argued that in this sector Fitness instructors often act in these assistant level roles, which may mean it is not warranted in this sector.</p> <p>These are occupations, that are specific to the sport and recreation sectors and act as a pathway role, and as an assistant to a more senior or more skilled occupation. These roles are typically roles that may commence with a Certificate III or IV</p>	<p>a) Create a new 6-digit code for: Assistant Fitness Centre Managers; Assistant Sport Centre Managers, Assistant Outdoor Instructors; and Assistant Sports and Fitness workers nec.</p> <p>b) Create a new 4- or 6-digit code under 461 for Assistant Sports and Fitness Workers, including assistant sport centre and fitness centre managers.</p> <p>OR</p> <p>c) Consider moving codes 161334 and 161335 as 6-digit codes under 462, Sports and Fitness Workers.</p> <p>d) Additional information on the role of outdoor assistants vs outdoor leaders can be found in HumanAbility’s functional analysis. Use this to assist in differentiating between the two roles in</p>

Sport Centre Manager (161335)				<p>qualification, followed by experience and/ or eventual upskilling to a Diploma qualification.</p> <p>Example: An Assistant Outdoor instructor does not have the same skills, responsibilities or leadership elements to their role. They do not have leading or guiding as part of their roles. The closest OSCA code is 46 or 461 but the descriptor is poor for this role.</p> <p>HumanAbility's functional analysis of outdoor roles can provide additional detail.</p>	<p>the outdoor sector and the relevant tasks.</p>
Swimming Pool and Spa Technician (899937)	<p>4</p>	<p>Alternative Title required</p>	<p>Swimming Pool and Spa Technician includes the task: "Conducts pool or spa maintenance, including testing for water quality and pH levels, pool and water cleaning and applying chemicals for correct water balance"</p> <p>The other tasks in this occupation are more relevant to pool and spa technicians for privately owned home pools rather than public use pools. The descriptor does mention residential and commercial environments.</p>	<p>Aquatic Technical Operators are commonly employed by aquatic centres. The most common qualification is a skill set (which would be a Skill level 5), however this is combined with on the job learning and experience to undertake work that requires skill and knowledge to maintain public safety, which warrants consideration in the Skill Level starting at Skill Level 4 and upwards.</p> <p>This code could better reflect the role of aquatic technical operators who work at public use swimming pools.</p>	<p>a) Include Aquatic Technical Operator as an Alternative Title or Specialisation to be included in the 899937 code.</p> <p>b) Separate and provide a new code for this specific occupation that linked to public use swimming pools. And describe the additional tasks this role may undertake.</p> <p>c) Maintain the skill level at level 4.</p>

New	2	No suitable occupation code	Currently there are 6-digit codes for specific coaching roles in: basketball, football, gymnastics, horse riding, netball, swimming, snow sports, martial arts and tennis.	<p>This can similarly be found in most sports.</p> <p>Roles like this also include high levels of skill in athlete development and coaching skills.</p> <p>These roles may also include VET or Bachelor Level qualifications, but commonly involve industry led qualifications.</p>	New code for Advanced Coaching and Athlete Development at a Skill Level 2 and above, recognising advanced skills / expertise in a sport, combined with coach and athlete development qualifications which may be undertaken through VET, Higher Education or recognised Industry Training.
Basketball Coach Football Coach Gymnastics Horse Riding Coach Netball Coach Swimming Coach Snow Sports Coach Martial Arts instructor Tennis Coach	Skill level 4	No suitable occupation code	Currently there are no 6-digit codes for generalist coaching roles across a variety of sports.	<p>The large number of sports makes specific sporting codes impractical. A broader category would provide more consistent and usable approach to capturing coaching roles across sports</p> <p>Sports coaching roles are better aligned to Skill Level 3 (Certificate IV equivalent). Coaching requires a broad skill set beyond technical sport knowledge, including mentoring, mental health awareness, health and safety, and teaching skills, as well as significant practical experience in the sport. Increasing the skill level would better reflect the complexity of the role and support stronger training and professional recognition</p>	New code for Coaching – General. May also include specialisations with a list of sport disciplines. Or define a unit group 4-digit code for coaches and maintain 6-digit level specialisations. For each – make this is Skill Level 3 (Certificate IV or equivalent experience and industry training).

<p>462331 Lifeguard</p>			<p>The descriptor for Lifeguard uses the following language 'High levels of personal commitment, physical fitness and sporting ability may substitute for formal qualifications or years of experience'</p>	<p>The statement is ambiguous and open to misinterpretation. It lacks sufficient context to clarify the circumstances in which substitution would be appropriate and may inadvertently suggest that formal qualifications and verified competency are optional. This is inconsistent with the safety-critical nature of the lifeguard role, which requires demonstrated skills, knowledge, and decision-making capability aligned to industry standards. Additionally, the accuracy of the assertion is questionable, as personal commitment, physical fitness and sporting ability alone do not provide a reliable replacement for the competencies required to perform lifeguarding duties effectively and safely, including the lifeguard's personal safety.</p>	<p>Remove the text 'High levels of personal commitment, physical fitness and sporting ability may substitute for formal qualifications or years of experience'.</p>
<p>462131 Fitness Instructor (General)</p>			<p>The current specialisations such as gym instructor and personal trainer. Industry stakeholders have advised that a high number of fitness instructors specialise in aquatic exercise as their primary occupation.</p>	<p>Stakeholders have advised that a separate specialisation is warranted. Given the number of aquatics exercise classes offered, there are more than 50 people in this occupation, so a specialisation is warranted. Given the cross over that occurs between some occupations, HumanAbility are not supportive of a separate occupation for this role.</p>	<p>Add Aquatics Exercise Instructor to the list of specialisations 462131.</p>

Table 2: Health

OSCA Code and Title	Skill Level	Issue Type	Desktop Analysis	Evidence / Examples	Proposed options to address issues in OSCA
New	-	No suitable option	<p>There are not options to match the role of Food Services Assistant.</p> <p>The closest code is Patient Services Assistant (44532), which has a stronger focus on personal care and transportation (e.g. orderlies).</p>	<p>There is a large workforce of Food Services Assistants that do not provide personal care such as showering. They also do not undertake transportation of patients within the health facility.</p> <p>Jobs descriptors for this role are primarily about transporting and serving food and taking food orders. It may also include some role in making beds and general tidying up when the patient is not in bed.</p> <p>Given these are in health and hospital settings there is a need to have some patient communication skills with people who have limited capacity due to illness/injury and disability. The most commonly advertised role uses the term 'food services assistant'.</p>	<p>a) Create a new code for Food Services Assistant either under the Sub Major Group 44 Health Support Workers and Assistants. Consider any alternative titles for Food Services Assistant to ensure it fully reflects the role.</p> <p>b) Include more detailed descriptor and subcategory options under unit group 4719 Other Hospitality Workers.</p>
Phlebotomist (311431)	3	Skill Level	<p>The current code has a skill level 3 (Certificate IV or above, or the equivalent of 3 years of experience).</p>	<p>HumanAbility undertook a detailed review of the pathology collection qualification. The functional analysis provides detailed advice on the occupation. Many advertisements for this occupation require no formal qualifications (45%) with</p>	<p>a) Change the skill level to level 4</p> <p>b) Consider changing the occupation title to pathology collection or including this as an alternative title and including</p>

				the remainder requiring relevant experience, first aid and in some cases Certificate III level (18%) qualifications.	<p>pathology assistance as a specialisation.</p> <p>c) Use HumanAbility’s functional analysis documentation to assist in describing the role tasks accurately.</p>
Medical Receptionist (552131)	4	Specialisation	The current occupation code primarily focuses on administrative duties and requires a Certificate II-III level of qualification or experience (skill level 4).	HumanAbility has commenced work in preparation to review the qualifications associated with this occupation. It has become apparent that there are some medical receptionists that are also required to have additional skills and perform additional tasks under the direction and supervision of a medical professional – commonly the GP or RN. For example, taking and processing specimens, sterilisation, wound dressing. This commonly requires Certificate IV level qualifications and or experience, equivalent to skill level 3.	<p>a) Add a specialisation to medical receptionist for ‘medical practice assisting’. Note the additional tasks, the higher skill level and the need for these tasks to be under direction and supervision.</p> <p>b) Alternatively create a new code that combines medical reception and assisting tasks. Possibly titled ‘medical practice assisting’.</p> <p>Note that HumanAbility will be undertaking a review of relevant qualifications and will have a detailed functional analysis available once this is complete.</p>
Medical and Dental Technicians 3112	3	New 6-digit code or Specialisation or Alternative Title	The current occupation of providing hearing screening and fitting hearing aid devices focuses on assisting allied health professionals in therapy provision. This has some similarities to allied health assistant roles, however, also fits well with the descriptor for medical technicians in terms of preparing equipment for both allied	HumanAbility undertook a functional analysis as part of the review of Audiometry. Hearing Screeners work under the supervision of Audiologists and Audiometrists. The hearing screeners conduct routine hearing screening and prepare clients for assessment. Stakeholders advise that this a 6-digit code for Hearing Screeners, or the addition of a	<p>a) Include a specialisation for hearing screeners or Audiometry Assistants under the medical technician 3112 or 311299 occupation code.</p> <p>Also – use the HumanAbility functional analysis to provide additional detail on this role for consideration of where it best fits and any changes to task descriptors.</p>

			health professionals and for fitting devices to patients.	specialisation or alternative title under 3112 or 311299 would be appropriate.	Note that there may also be useful information in the functional analysis for updating any further detail for Audiometrist (441933)
442131	3	Specialisation	There are specialist roles in Allied Health Assisting that focus on Early Childhood Intervention related services.	There is increasing focus on early intervention with children, including through NDIS services, that warrant a specialisation being listed.	Include an Early Childhood Intervention specialisation in 442131 given the significant government focus in this area.
Natural Remedy Consultant (461935)	4	Skill Level Task Descriptor Specialisations Change in occupation grouping.	<p>The Occupation Code of Natural Remedy Consultant is a Skill level 4 (certificate II or III, or equivalent experience).</p> <p>The tasks described include ‘conducts diagnostic assessments for health issues’</p> <p>The occupation grouping does not include ayurveda.</p> <p>The occupation grouping does include Reiki Therapist.</p>	<p>All qualifications in VET for Natural Remedy Consultants are Diploma qualifications (Skill Level 2). There are no other recognised lower-level skill qualifications. Qualifications include Diploma in Clinical Aromatherapy, Kinesiology, Reflexology, Ayurveda.</p> <p>The exception being the current occupation code includes Reiki Therapist which does not require any qualification but may include 2-day workshops and experience. (equivalent to skill level 4 or 5)</p> <p>Natural remedy consultants do not conduct clinical or diagnostic assessments for health issues. They do not have the scope of practice for diagnosis. A more accurate description is that they conduct health assessments, within the scope of their training.</p>	<p>Remove Reiki Therapist from the list of specialisations. Move this specialisation to 4619999 Personal Service and Travel Workers nec (which includes astrologers, psychic mediums)</p> <p>Add Ayurveda Therapist to the list of specialisations under Natural Remedy Consultants.</p> <p>Change the Skill Level to Level 2 – in line with the VET options.</p> <p>Remove the word ‘diagnostic’. Add – within the scope of their training.</p>

Environmental Health and Promotion Officers (2693)	1	Addition of subcategory	This occupation does not include Aboriginal and Torres Strait Islander Environmental Health Workers.	This role currently requires a Skill Level 3 Certificate III or IV. See NACCHO submission on this topic for detailed rationale.	To ensure this role is recognised, despite the mismatch in skill level to the broader 4-digit code. Consider including a sub-category for Aboriginal and Torres Strait Islander Environmental Health Workers, with a Skill Level 3.
Aboriginal and Torres Strait Islander Health Practitioner (441931) and Health Worker (441932)	3 & 4	Increase skill level to 2 & 3	In recognition of deep cultural knowledge and community expertise, combined with VET qualifications the skill level for these roles should be raised and the sub major grouping re-considered. Currently the Health Practitioner role is under sub major group 44 Health Support Workers and Assistants.	See NACCHO submission on this topic for detailed rationale.	Raise Skill levels to 2 and 3 respectively. Consider how to best incorporate 441931 into sub-major group 26 Health Professionals.

Table 3: Aged Care and Disability

OSCA Code and Title	Skill Level	Issue Type	Desktop Analysis	Evidence / Examples	Proposed options to address issues in OSCA
Residential Care Officer	2	Inaccurate descriptor and title	<p>The description for this occupation is “Provides care and supervision for people with disability in group housing care.”</p> <p>Diploma-qualified workers undertaking this role (i.e. Skill Level 2) might work as house supervisors and managers, which is currently a specialisation, but the definition appears too broad.</p>	<p>Care is often provided in group housing by disability support workers.</p> <p>Disability support worker has already been established as an ANZSCO code. The main tasks for residential care officer, including providing education and care for people with disability in adult service units and group housing, is confusing and has overlap with Disability Support Worker.</p>	<p>Retitle occupation to Disability House Manager or Disability House Supervisor</p> <p>Add specialisation “frontline practice leader”</p> <p>Provide more detail on role tasks compared to Disability Support Worker and Disability Team Leader</p> <p>Clarify inclusion of group housing in Disability Support Worker</p>
4212 Community and Aged Care Support Workers	4	Additional occupation code	Elder Care Support is a common occupation in Aboriginal and Torres Strait Islander communities, and remote communities.	Stakeholders have advised that Elder Care Support is a separate occupation and should have a its own code, including an alternative title for Elder Care Connector, if the number of people employed in this role supports this. If not, then a specialisation should be considered, until data can be collected to support its own occupation code.	Add an occupation under unit group 4212, for Aboriginal Elder Care Support, with alternative title of Aboriginal Elder Care Connector at a Skill 4.

4211 Aged Care Coordinators and Team Leaders	3	Specialisation.	Elder Care Co-ordination is a common occupation in Aboriginal and Torres Strait Islander communities, and remote communities.	Stakeholders have advised that Elder Care Co-ordinator is a new occupation and requires its own code, if the number of people employed in this role supports this. If not, then a specialisation should be considered, until data can be collected to support its own occupation code.	Add new occupation or specialisation for Aboriginal Elder Care Co-ordinator, classified at a Skill Level 3.
Aboriginal Disability Navigator	3-4	New occupation	In Aboriginal communities, a specialist role exists to support engagement with the NDIS.	<p>First Nations stakeholders have advised that a culturally specific role is essential, bringing a clear focus on cultural and community knowledge. These roles already exist but are not currently visible. The occupation also includes roles such as: Aboriginal Disability Liaison Officer and Remote Community Connectors.</p> <p>Out of necessity, Aboriginal Community Controlled Organisations (ACCHOs) have been offering navigation/liaison/connector-type supports to ensure Aboriginal and Torres Strait Islander people with disability in their communities receive adequate and culturally safe supports. Many ACCHOs do this as an extension of their comprehensive primary health care approach, while others are funded through targeted NDIS programs such as the Aboriginal Disability Liaison Officers (ADLO); Remote Community Connector (RCC) workers; Evidence, Access and Coordination of Planning (EACP); and Remote Early Childhood Services (RECS).</p>	<p>Create a new occupation, under unit group 4222 Disability Support Workers and Team Leaders, or 422131 Disability Services Officer, titled Aboriginal Disability Navigator, classified at a minimum skill level 4. Alternative titles or specialisations would also include Aboriginal Disability Liaison Officer and Remote Community Connector.</p> <p>The number of people employed in this role, may not meet ABS minimums for an occupation.</p> <p>Noting that if a Certificate 3 is required, combined with cultural and community knowledge a Skill Level 3 could be considered.</p> <p>Consultation with First Nations stakeholders on identified occupations and code options should be undertaken.</p>

				<p>Through the ADLO program, dedicated support is provided to Aboriginal and Torres Strait Islander people with disability in urban and rural areas to access the NDIS and use their plans. ADLOs are generally members of the communities they work in, understand the culture and often speak the local languages. The insights of ADLOs can contribute to co-design initiatives to improve the way NDIS works with Aboriginal and Torres Strait Islander communities.</p> <p>The Remote Community Connector program, whereby there are community-based National Disability Insurance Agency representatives that support culturally appropriate service delivery of the NDIS provides similar service.</p>	
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Table 4: Children’s Education and Care

OSCA Code and Title	Skill Level	Issue Type	Desktop Analysis	Evidence / Examples	Proposed options to address issues in OSCA
141231 Children’s Education and Care Service Director	1	Minor change in wording	Stakeholders have advised that there are important tasks missing from the task descriptor.	This occupation is well described, however is missing the elements of human resources management, certain leadership elements in relation to policy, quality and safety.	<p>Maintain existing task wording. Add these minor word changes to reflect the full scope of the role accurately:</p> <ul style="list-style-type: none"> • Manages the financial and human resources for the regulated children's education and care service • Develops and leads implementation of policies to ensure the service complies with national and/or state-based legislation and the approved learning frameworks <p>Leads the day-to-day operational, quality and safety requirements of the service in accordance with national or state legislation and regulatory requirements</p>
43 Early Childhood Educators, Child Carers and	2-4	Minor wording change	Stakeholders have advised that it is essential that safety is added to the task descriptor for each of these codes.	Child safety is an essential task and accountability of these occupations. This has been highlighted in recent child safety issues being raised nationally in early childhood education settings, and as part of child safety legislation. Each jurisdiction has child	<p>Add ‘safety’ into role descriptor and tasks.</p> <p>Examples:</p>

<p>Education Assistants.</p> <p>431 Early Childhood Educators and Child Carers.</p> <p>4311 & 431131 Early Childhood Education Room Leader.</p> <p>431132 Early Childhood Educator</p> <p>251131 Early Childhood (pre-primary school) Teacher.</p>				<p>safe legislation that covers a range of sectors, including early childhood education.</p> <p>For example: https://www.vic.gov.au/early-childhood-services-child-safe-standards</p> <p>Many of the tasks in each occupation talk about 'promoting safety'. However, these roles are also responsible for safety, not just promotion.</p>	<p>43: Support children's learning, development, safety and wellbeing and provide care and supervision to children in a range of settings.</p> <p>431: Support children's learning, development, safety and wellbeing, and provide care and supervision in a range of early childhood settings, out of school hours care services and in the child's home.</p> <p>431131: in the list of tasks: Works in partnership with families, staff, community members and external agencies to promote the development, education, care, safety and wellbeing of children.</p>
4311 & 431131	2	Title change	A Room Leader is often not / may not be the services Educational Leader.	Further information can be found on multiple peak body websites. For example:	Consider options for making the title clearer and reflecting in the descriptors that Education Leaders and Room Leaders

Early Childhood Education Room Leader.				https://www.acecqa.gov.au/sites/default/files/2018-05/QA7_TheRoleOfTheEducationalLeader.pdf	are two different roles, that are sometimes combined.
431132 Early Childhood Educator	3	Minor word changes		<p>Stakeholders have advised that the early years framework that is used by Childhood Educators is a guide, rather than a prescriptive tool. As such the wording should reflect this by removing the terminology of being 'based on' and changed to 'guided by'.</p> <p>Secondly, educators not only need to maintain positive relationship, but their interactions are a key part of how they work with everyone, particularly in the education of children. As such including 'interactions' in the wording would be helpful.</p>	<p>Maintain existing task wording. Make minor word change to reflect the full scope of the role accurately:</p> <ul style="list-style-type: none"> Contributes to the design, planning, implementation, documentation and evaluation of children's educational programs guided by an approved learning framework <p>Develops and maintains positive relationships and interactions with staff, children and families</p>
4314 Out of School Hours Educators	3	Terminology	The role of educators in out of school hours care, has a stronger focus on recreation than other early childhood educator roles. This is not reflected in the current wording.	<p>In Out of School Hours Care, educators also play a key role in providing recreational pursuits for school aged children in their care.</p> <p>Changes to the language in two sections of this</p>	<p>Add these minor word changes to task descriptor to reflect the roles full scope:</p> <p>Provides educational and recreational care for school age children before/after school and during school holidays.</p>

Table 5: Community Services

OSCA Code and Title	Skill Level	Issue Type	Desktop Analysis	Evidence / Examples	Proposed options to address issues in OSCA
Community and Welfare Support Workers (41)	2-3	Skill level mismatch Occupation Missing	OSCA, it does not cover volunteer occupations, only paid occupations.	<p>There are a high number of volunteers that assist Community and Support Worker occupations. These roles are commonly held by women and marginalised groups, and people with a disability.</p> <p>They are essential to the operation of the industries they work in who rely on volunteer workforces. This is disproportionately true for the Community and Personal Services Workers Major Group 4 occupations.</p> <p>These unpaid occupations are often pathway roles into other Community Support Worker occupations when combined with experience and further study.</p>	<p>a) Create a volunteer code under major group 4 or sub major group 41 that gives visibility to the unpaid work and pathways into 41 occupations and to marginalised cohorts contribution. With a Skill Level 5 attached to the occupation code.</p> <p>b) Consider a Major Group 9 – that recognises volunteer roles with broad categories that then can be assigned to the major groupings 1-8. In a similar way to ABS’s use of GEN 19 which is used to describe training that does not lead to a specific occupation.</p> <p>e.g. 94. Would be the sub major group for volunteers working alongside Community and Personal Service Worker Occupations.</p>
Community and Welfare Support Workers 41 Community	2-3	Skill level	<p>Many occupations require Skill Level 1-2 at the minor group (3 digit), unit group (4 digit) and occupation group (6 digit) under the sub-major group 41.</p> <p>There are assistant and support occupations</p>	<p>Detailed examples are in this table – below for 41 coded occupations.</p> <p>An existing analogous example of how this might work can be found in Allied Health Assistants (4421) Skill Level 3 who have a</p>	<p>a) Create a unit group or occupation (4- and 6-digit codes) for specific occupations to give visibility to occupations that have a skill level 3-4.</p>

Support Worker (411232)	2		with similar tasks, just with a lower degree of autonomy, experience, or qualification, operating at a Skill Level 3-4.	narrower scope of practice, and work under the supervision of sub-major group Health Professionals (26) Skill Level 1.	a) Create a 4-digit code under the 41 Sub Major Group that captures all assistant and support roles in the Community and Welfare Support Worker occupation at a Skill Level 3 and 4, working under the supervision of Skill level 1 & 2 occupations.
Community Development and Support Workers (4112) Community Support Worker (411232)	2	Skill level mismatch. Pathway issue.	The occupation reflects tasks performed in the sector, but assumes a level of autonomy and experience, as well as requiring Diploma level qualifications. Skill level 3 (Certificate IV) graduates and entry level work in this field is characterised by supervised practice and narrower scope. The current classification does not provide an occupation code for skill level 3 and entry-level roles, only workers with a Diploma or with years of experience.	Certificate IV graduates in Community Services, Youth Work, Housing, and Community Development may enter roles such as community support worker, intake support officer, program support worker, youth support worker. These roles involve supervised work, program support, intake, and coordination rather than full responsibility for program design or complex case management.	a) Change the Skill Level for these codes to Skill Level 3. b) Create a new 4- or 6-digit code under the 411 Community and Welfare Support Worker that encompasses all occupations in 411 that require supervised practice and narrower scope. Consider 'support' or 'assistant' level occupation title with alternative titles or specialisations that capture the range of roles that they link to.
Housing Officer (411634)	2	Skill Level	The current occupation code is Skill Level 2.	There are housing support worker roles and people who work as housing support officers with Certificate IV / Skill Level 3 qualifications and experience.	a) Change the skill level to skill level 3 in this occupation b) Create a Housing Support Officer - Skill Level 3 role under the 4116-unit code. c) Utilise the proposed 4–6-digit code under 411 for support/ assistant

					occupations (as described in the row above).
Youth Justice Worker (411732)	2	Skill level incorrect	<p>Roles in Youth Justice span custodial, clinical and community roles, including advanced case management. For community and clinical roles, qualifications and experience are required that would fall into Skill Level 1. These roles are captured by other occupation codes such as psychologist and social worker.</p> <p>The OSCA descriptor for this role is in a correctional or custodial setting and the tasks outlined are more aligned with Custodial roles.</p>	<p>Custodial youth justice workers are not required to have any qualification and will be provided with pre-service training by employers. However, they are expected to have significant life experience and do work with supervised support while building the level of experience required to undertake the role with a greater level of autonomy. Meaning this would be a Skill Level 3 and 4. Undertaking a Certificate IV in Youth Justice would provide additional skills to support entry level workers or may provide upskilling to leadership roles.</p> <p>Example – Victorian Youth Justice Careers.</p>	<p>Change Skill to Level 3 to reflect the complexity, responsibilities and skills required for custodial youth worker roles, and support alignment with the Certificate IV level capability.</p>
Counsellor (2611) Including: AOD Counsellors (261132) Family and Relationship Counsellors (261133)	1	Limited options for alternate pathways and support roles	<p>The occupation codes reflect fully qualified counsellors with autonomous practice. However, a significant part of the workforce delivers support under professional supervision or within a defined scope. These roles are not captured in the current classification and are not appropriately represented under alternative existing occupations.</p> <p>Currently the closest OSCA code is Welfare Worker (411636) or Family Support Worker (411632) which are Skill Level 2 (Diploma).</p>	<p>Diploma and Certificate IV graduates in Alcohol and Other Drugs, Mental Health, and Youth Work commonly work in roles such as: AOD support worker, youth support worker, family support worker, case support worker, peer worker, recovery support worker, outreach worker. These roles involve structured support, provision of information, therapeutic assistance, intake and referral, but do not involve full counselling responsibility or independent practice.</p> <p>An example that could be used as a foundation descriptor is Family Support</p>	<p>a) Create a new occupation for counselling-adjacent support roles, distinct from counsellors, with an appropriate skill level reflecting Diploma / Certificate IV pathways, listing the specialisations or alternative titles that fall within in.</p> <p>b) Expand the descriptor for Welfare Worker (411636) to recognise other skills and tasks relevant to these roles (similar to Family Support Worker), and list the specialisations or alternative titles that fall within in.</p>

Rehabilitation Counsellors (261135) School Counsellors (261136)			<p>The only Skill level 3 option in OSCA is Welfare Worker (4116) which is not suitable for a worker with e.g. Diploma in Alcohol and Other Drugs.</p>	<p>Worker (411632) where the tasks are similar to the above roles, only these roles are not specific to families and children.</p>	<p>c) Lower to Skill Level 2, to reflect the range of counselling roles, including those that deliver services under supervision or within a defined scope, and aligning with Diploma-level qualifications.</p>
Mental Health Worker (4413 and 441331) (cont. MHW 4413) Youth Worker (4117 and 411733)	<p>2</p>	<p>Limited options for alternate pathways/support roles</p>	<p>Mental Health Worker and Youth Worker occupations require a Diploma level qualification or equivalent experience (skill level 2).</p> <p>There are occupations delivering structured support in outreach and mental health roles adjacent to Skill Level 2 occupations. These occupations are typically Skill Level 3 or 4. Currently these roles can only be captured under 'Other Health Support Worker (4119) or Welfare Worker (4116) due to the skill rating in OSCA.</p>	<p>Adjacent roles include such as Youth Outreach Workers, Mental Health Support Worker, Mental Health Peer Support Workers, other outreach, assistant or support roles.</p> <p>The Youth Work, and Mental Health Worker occupation titles cover roles that can be undertaken with a Certificate IV, Diploma or Degree, with no difference in job title. This is especially evident in regional and remote areas.</p> <p>a) In Aboriginal and Torres Strait Islander communities, Social and Emotional Wellbeing (SEWB) workers, and SEWB Student Support Officers - are employed.</p> <p>b) These workers provide support to Aboriginal and Torres Strait Islander people and communities to strengthen social and emotional wellbeing, connecting people to health care</p>	<p>a) Capture these roles as 'alternative titles' or 'specialisations' under 4119 and 4116.</p> <p>b) Develop a new code under the 411 level for assistant and support roles at a Skill Level 4 with specialisations listed.</p> <p>c) Subject to ABS minimum of 300 people being employed – create a new occupation code for Aboriginal and Torres Strait Islander Social and Emotional Wellbeing (SEWB) Worker (with an alternative title of Aboriginal and Torres Strait Islander SEWB Student Support Officer), at Skill Level 3, under unit group 4413 Mental Health Workers.</p>

				<p>services, specialist services and culturally appropriate programs and activities. Supports include capacity building, advocacy and brief interventions.</p> <p>c) Funding is often through NDIS services.</p>	
No clear classification AOD and mental health support roles		Missing occupation	<p>There is a substantial workforce delivering structured support in Alcohol and Other Drugs and Mental Health that is not clearly captured in existing classifications. These roles are distinct from counsellors and operate within defined scope, often under supervision, with a strong focus on support, recovery, and engagement.</p>	<p>Roles include: AOD support worker, mental health support worker, Mental Health Peer Worker, recovery support worker, outreach worker. These roles typically require Certificate IV or Diploma qualifications and deliver structured, client-facing support including, recovery support, without full counselling responsibility.</p> <p>Roles such as Mental Health Peer Worker are recognised in Victoria’s Royal Commission into the Mental Health System and in the National Lived Experience Workforce Guidelines.</p> <p>Consideration of how lived experience is judged for skill level needs to be taken into consideration. In a similar way to religious or cultural knowledge being recognised when determining skill level. This may be driven by occupation level outcomes. As such Skill Level 3 may be appropriate, which recognises.</p> <p>Mental Health Support Workers and Mental Health Peer Support Worker training can be undertaken at a Certificate III level,</p>	<p>Create new specialised occupations for: AOD and Mental Health Support Worker, including Mental Health Peer Support Worker, with skill levels aligned to Certificate IV and Diploma pathways / Skill Level 3 & 4. This could be done under a Unit Group.</p> <p>Unit groups that these roles could sit under include:</p> <p>411 Community and Welfare Support Workers, or 4116 Other Health Support Workers</p> <p>4119 Other Community and Welfare Support Workers</p> <p>4421 Allied Health Assistants</p>

				combined with other work experience or Lived Experience.	
Religious Leaders (2322) Counsellors (2611)	1	Limited options and skill level	The role of Chaplain and Pastoral Care is captured as an alternative title under Religious Leaders 2322. It does not belong in unit group 2611; The Skill Level for a Chaplain is a Certificate IV in Chaplaincy and a letter of support from the religious organisation. Unlike other religious leader roles that require tertiary level qualifications and several years of experience and mentoring. In addition, the role of Chaplaincy and Pastoral Care have a stronger focus on providing support and wellbeing, rather than religious leaderships or doctrinal functions. There is no currently suitable code or descriptor to recognise the assistant or support role for this occupation.	Chaplains and Pastoral Care are occupations. Often employed by specific religious organisations. They may work in a variety of settings including religious schools, churches, the ADF and in the community for example in aged care, hospitals. They may hold tertiary qualifications in theology or clinical pastoral education at a Skill Level 1 (e.g. In ADF) but will also commonly accept Certificate IV and Diploma qualifications.	a) Create an alternative title or specialisation in the descriptor under Religious Leaders for Chaplain and Pastoral Care Workers OR under a Not Elsewhere Coded (NEC) options. And include multiple skill levels 1-3 under this unit group, rather than a single option of Skill Level 1. OR b) Move chaplaincy and pastoral care workers under the Community and Welfare Support Worker as an alternative title, at a Skill level 3. OR c) Change the skill level for religious leaders to a Skill level 3.
Financial Counsellor – Community (411633)	2	Task Descriptor	The current occupation code does not adequately capture the range of tasks	Financial counsellors’ primary role is to provide debt hardship advice and advocacy. This is a regulated role. A separate role exists for financial capability workers – or financial literacy educators. This occupation is focussed on financial literacy, coaching and community education.	a) Update the Financial Counsellor 411633 to reflect the role in providing advice to people experiencing financial difficulty, debts and hardship, as well as advocating and negotiating with creditors. Include regulation advice and exclusions. Include alternative titles and specialisations.

				<p>The peak body Financial Counselling Australia has detailed advice on these occupation codes.</p> <p>FCA advises that there are only 130 Financial Literacy Educators. While this is growing, it falls below the current threshold of 300. Which may require it to be listed as a specialisation rather than an occupation.</p>	<p>AND</p> <p>b) Create a separate code for Financial Literacy Educators/ Capability Workers under the 4116-unit group.</p> <p>OR</p> <p>c) Include specialisation under the 411636 specialisation and expand the tasks. If the workforce size is below the ABS threshold, consider a specialisation within the 4116 group, with future review as the workforce grows.</p>
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