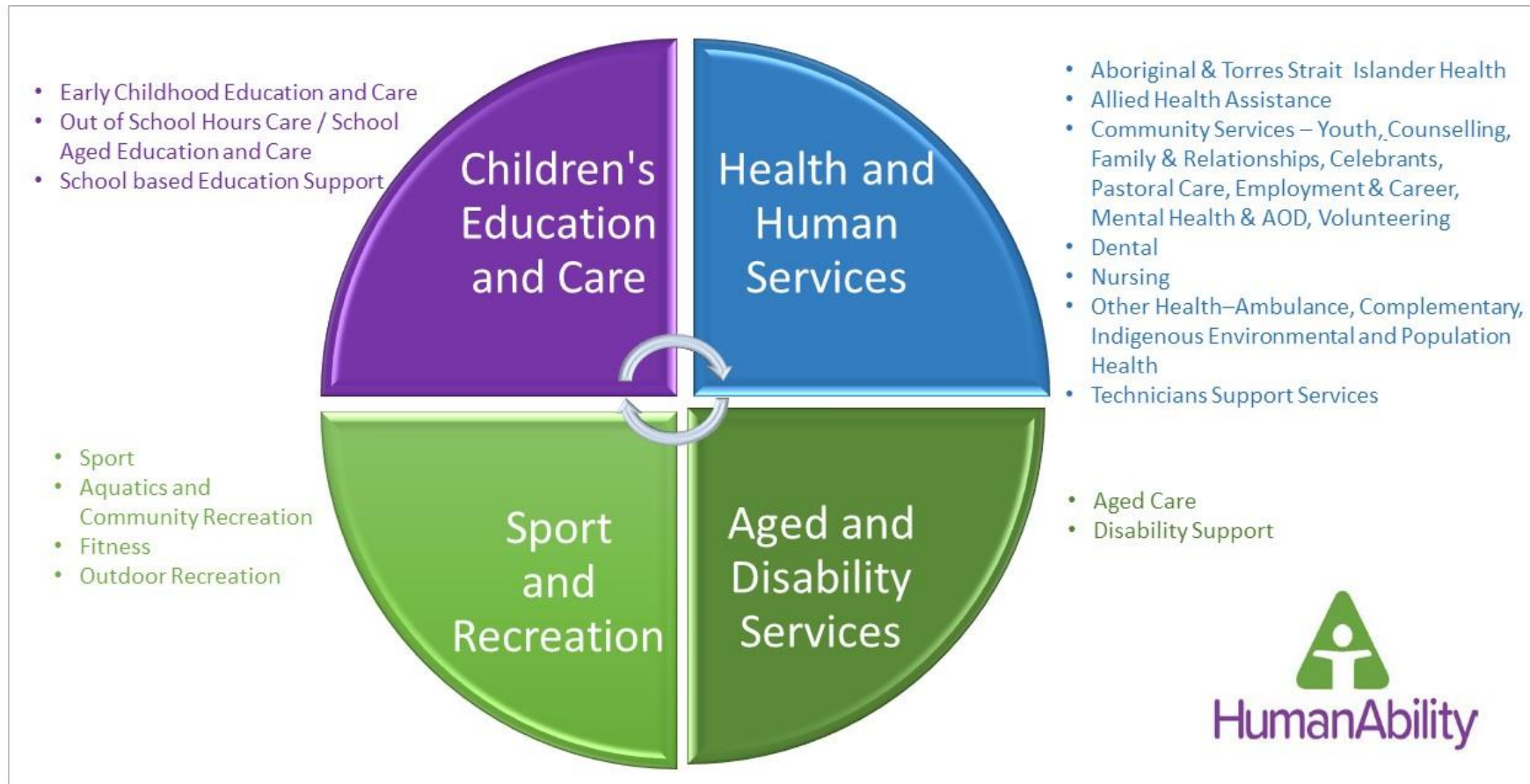# A Workforce Analysis on HumanAbility's sectors of focus

- **Children's Education and Care**
- **Health and Human Services**
- **Aged and Disability Services**
- **Sport and Recreation**

April 2023

Author: SkillsIQ Limited
Prepared for: HumanAbility Jobs and Skills Council

- Early Childhood Education and Care
- Out of School Hours Care / School Aged Education and Care
- School based Education Support

Children's Education and Care

Health and Human Services

- Aboriginal & Torres Strait Islander Health
- Allied Health Assistance
- Community Services – Youth, Counselling, Family & Relationships, Celebrants, Pastoral Care, Employment & Career, Mental Health & AOD, Volunteering
- Dental
- Nursing
- Other Health–Ambulance, Complementary, Indigenous Environmental and Population Health
- Technicians Support Services

- Sport
- Aquatics and Community Recreation
- Fitness
- Outdoor Recreation

Sport and Recreation

Aged and Disability Services

- Aged Care
- Disability Support

HumanAbility

Contents

Section 1.0 Introduction

Overview

This report aims to establish a foundation of workforce analyses across the key sectors of focus for our Jobs and Skills Council (JSC), HumanAbility:

- Children's education and care
- Aged disability services
- Health and human services
- Sport and recreation.

Workforce development and planning has never been more critical for all industries operating in the post COVID-19 operating environment. The workforces across our sectors are at a crossroads also operating within an environment of significant economic and social reforms. The focus of this report has been **on the workforce and job roles which are predominantly supported by the vocational education and training (VET) sector.** The interrelationship of sectors, complexity of service delivery and general overlap in work settings has, however, meant that the workforce analyses have **often involved a wider scope** regarding education and training (i.e. school and higher education training pathways) and job roles (i.e. practitioner and registrar positions). The workforce analyses cover:

- Workforce profile and recent issues impacting demand and supply;
- Workforce development opportunities and issues; and
- Skills training priorities.

This report, along with future workforce development driven by HumanAbility and other JSCs, is particularly timely with contributing to the government's policy agenda (see extract below) to enhance economic productivity, *5-year Productivity Inquiry: Advancing Prosperity*:

The policy agenda for a more productive Australia

Building an adaptable workforce to supply the skilled workers for Australia's future economy	**Harnessing data, digital technology and diffusion** to capture the dividend of new ideas	**Creating a more dynamic economy** through fostering competition, efficiency and contestability in markets	**Lifting productivity in the non-market sector** to deliver high quality services at the lowest cost	**Securing net-zero at least cost** to limit the productivity impact caused by climate change

Source: Productivity Commission. 5-year Productivity Inquiry: Advancing Prosperity. Inquiry report – volume 1. Report no. 100 – 7 February 2023.

The themes of the agenda identified for building an adaptable workforce include:

- **Improving** quality in the education and training system
- **Recalibrating** skilled migration to fill skill gaps
- **Getting** the gig economy right (for workers and consumers)
- **Streamlining** workplace relations and occupational licensing.

These have been regularly identified and discussed in this report.

Desk Research

A range of desktop material including policy documents, research reports, databases, articles and websites were used to source the analyses and discussions presented.

The main documents reviewed at the outset included the 2022 Industry Summaries which the former Industry Reference Committees (IRCs) responsible for Training Package development projects for the sectors of focus prepared. They included:

- Aged Services
- Ambulance and Paramedic
- Aboriginal and Torres/Strait Islander Health Worker
- Children's Education and Care

- Client Services
- Community Sector and Development
- Complementary Health
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing

- First Aid
- Sport, Fitness and Recreation
- Technicians Support Services.

Key word searches were applied during the desktop review to identify and synthesise the most relevant content regarding workforce and training issues, trends and opportunities.

All material is referenced throughout the report.

Main considerations

- *Report structure*

This report identifies each sector and sub-sectors within for the purposes of reporting, including available data collections. A snapshot of workforce characteristics and statistics is given in each section and more detailed commentary identifies specific workforce issues including opportunities and challenges based on sector specific data from a range of sources wherever possible.

- *Data*

In order to accurately plan workforce supply to meet labour market and skills demands, it is essential to understand the profile, size and scope of a workforce. That is, who are the workers and who is needed? How many are there now and how many more are needed? Where are they and where do they need to go? What skills do they need? The sectors of focus are currently challenged in answering such questions.

Due to the overlapping scopes and multi-levelled job roles in the sectors, **it is difficult to define and quantify the size (and trends) of the various workforces within each sector.** Much of the VET-trained workforce are also in unregulated (i.e. unregistered) job roles where **there are no formal requirements to collect and centrally submit workforce information**. This makes it particularly difficult to measure workforces in sectors such as aged care, allied health services, community services, outdoor and community recreation, and education support. A number of workforce data gaps and limitations to profiling trends are noted below and throughout the report.

In some sectors, there are a range of sources of useful data to draw on while in others at best the data is indicative. Some roles are not readily uniquely able to be codified – they blur the lines between jobs and therefore skills.

Jobs and Skills Australia (JSA) publishes industry and occupational-level data files which have been the primary source drawn on to quantify and profile the respective workforces. The JSA employment figures and projections are sourced and based on:

- ABS Labour Force Survey (August 2022)
- ABS, 2016 Census

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- ABS Survey of Employee Earning and Hours (May 2021)
- Internet Vacancy Index (IVI), monthly count of online job advertisements.

Data outputs reflect Australian and New Zealand Standard Industry Classification (ANZSIC) and Australian and New Zealand Standard Classification of Occupation (ANZSCO) categories. ANZSCO-based data has been regularly reported in order to profile key job roles relevant for a sector. There are a number of limitations however to the occupational-level data analyses:

1. **Job titles vary significantly**. For example, roles such as support workers can span across industries and therefore be referred to by different job titles in different industries and sectors. Such jobs may be, for example, as a child protection worker, welfare worker or family support worker. **The lists of jobs presented in the report therefore are not exhaustive** however they do attempt to capture the most commonly referred to role types across the workforce.

2. Industry have often voiced that ANZSCO codes **do not always align to the job titles and/or job functions referred to across the workforce**. Where ANZSCO codes are available, these have been listed and employment data reported with the aim of providing an understanding of the workforce size across key occupations.

3. Occupation-level data for 2022 is only available for **ANZSCO 4-digit occupations** (and sourced from *ABS Labour Force Survey, August 2022, custom trend)*. Projections are also available for ANZSCO 4-digit occupations. **ANZSCO 6-digit occupation-level data** however is b*ased on ABS Census 2011 & 2016, Customised Report,* and projections are not available.
   Example:

ANZSCO 4117 Welfare Support Worker	[projections available]
ANZSCO 411711 Community Worker	[n.a]
ANZSCO 411712 Disabilities Service officer	[n.a]
ANZSCO 411713 Family Support Worker	[n.a]
ANZSCO 411714 Parole and Probation Officer	[n.a]
ANZSCO 411715 Residential Care Officer	[n.a]
ANZSCO Youth Worker	[n.a]

When available, industry-based data collections have been referenced. Examples include the Aged Care Workforce Census, Australian Health Practitioner Regulation Agency (Ahpra) health professionals registration data, the National Disability Services (NDS) Workforce Census, and the Early Childhood Education and Care (ECEC) National Workforce Census (NWC).

Section 2.0 Children's education and care

Overview

The Children's Education and Care (CEC) sector provides education, care and support to children under 18 years of age. The sector segments include:

- Early Childhood Education and Care (ECEC)
- Outside school hours care (OSHC), which is also referred to as School Age Education and Care (SAC), and services will often also include vacation care
- Education Support which includes roles which assist teachers and support student learning which mainly involves working with students in primary or secondary schools, as defined by state/territory legislation.

Workforce issues and trends are similar for each segment of the sector, however the policy frameworks and legislative frameworks differ, which results in different mechanisms for identifying and prioritising issues. As a general comment, ECEC and OSHC are subject to national policy settings and national minimum standards with regulatory frameworks implemented by states and territory regulatory authorities. The National Quality Framework (NQF) provides a national approach to the regulation of the quality of education and care services across Australia and it applies to both the ECEC and OSHC segments.

There are no national policy settings for education support, however each state and territory jurisdiction generally include these requirements in their school education frameworks.

2.1 Early Childhood Education and Care (ECEC)

Workforce profile and issues

The ECEC workforce data represents those workers (in paid and unpaid roles) in centre-based day care (CBDC), family day care (FDC), in home care (IHC) and outside school hours care (OSHC). Please note OSHC is discussed in more detail in the following section. The Early Childhood Education and Care (ECEC) National Workforce Census (NWC) collected for the Department of Education provides a comprehensive account of the workforce size and traits with the latest Census (2021) showing that **a total of 216,619 staff were employed in the ECEC sector.**[1] Centre-based day care services employed over two-thirds of the ECEC workforce (67.7 per cent) as shown by the following chart showing total number of staff across service types,

Figure 1: Total staff employed in the ECEC sector by provider - 2021

146,726	31,085	24,679	13,091	1,038
CBDC	OSHC	VAC	FDC	IHC
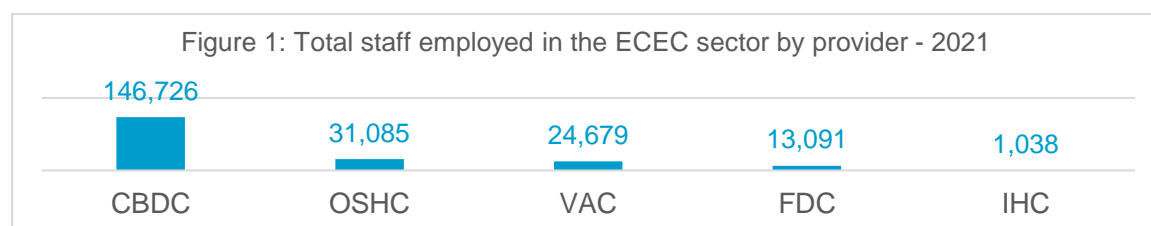
Source: 2021 ECEC NWC

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[1] Australian Government Department of Education and Social Research Centre (August 2021) 2021 Early Childhood Education and Care National Workforce Census [Viewed 23 March 2023]
This figure may include double counting as some staff will have more than one part-time position with different employers. It also excludes dedicated preschools/kindergartens.

The largest increases in ECEC workforce size between the 2016 and 2021 data collections were for centre-based day care (up 34%).

Key workforce and employment traits include:

- The majority of the total ECEC workforce (92.1 per cent) was female. The average age of a female worker is 37 years.
- 2.9 per cent of the total staff in the ECEC workforce were Indigenous workers.
- The educational attainment of the workforce (i.e. paid contact staff) includes:
    - 11.9% with a Bachelor degree and above
    - 41.8% with an Advanced Diploma / Diploma
    - 30.1% with a Certificate III / IV
    - 15.2% without an ECEC related qualification.
- Rates of upskilling of paid contact staff with a Certificate II or lower were high, with 72.8% upskilling to higher levels, mostly a Certificate III. Approximately 23% of paid contact staff with a Certificate III / IV were upskilling to a Diploma / Advanced Diploma qualification.
- More than half of all paid staff (57.8%) received the award wage, one in five (20.9%) were paid up to 10% above the award, and approximately 7% were paid more than 10% above award.

Early Childhood Education and Care
This segment includes the education and care roles in regulated children's education and care services in Australia. The children's age group is between birth and school age.
Job role/s
- Early Childhood Educator - Early Childhood (Pre-Primary School) Teacher - Preschool Aide - Education Aide - Education Support Worker - Educational Leader - Educator - Family Day Care Educator - Kindergarten Teacher - Learning Support Officer - Teacher aide - Centre Manager - Centre Director - Service Leader

The segment has fought hard for the formal recognition of responsibilities which directly affect the development of children and the significance of this in relation to progression through school and life. Terminology is important and the workforce is involved in early childhood education and care. References to job roles as educators is generally preferred by the sector.

According to JSA national occupational-level data, within the workforce there are:

- 165,000 employed educators[2] (ANZSCO 4211)
- 24,500 employed child care centre managers (ANZSCO 1341)
- 116,700 education aides (ANZSCO 4221)
- 71,600 early childhood (pre-primary school) teachers (ANZSCO 2411).

The profile of these workers is similar to that outlined with the ECEC Workforce Census. That is, workers are predominantly female and part-time employment is popular.

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[2] ANZSCO classifications currently refer to this job roles as 'child carers'. While policy and data collections use the term 'childcare', industry terminology and recognition of roles has evolved significantly, and the term 'education and care' is considered more accurate and better reflects tasks and responsibilities of the workforce. This category includes: Child Care Workers, Family Day Care Workers, Nannies and Out of School Hours Care Workers.

Figure 2: Employment Outlook for selected 4-digit ANZSCO - Early Childhood Education and Care

■ Nov-21   ■ Projected growth Nov-26

+ 7,900

+ 17,600

19,000 integration aides
3,800 preschool aides
58,800 teachers' aides

96,300 child care workers
14,000 family day care workers
8,600 out of school hours care

+ 10,600

+3,300

Child Carers (ANZSCO 4211) | Child Care Centre Managers (ANZSCO 1341) | Education Aides (ANZSCO 4221) | Early Childhood (Pre-primary School) Teachers (ANZSCO 2411)

Source: Jobs and Skills Australia. Occupation-level 4-digit data.

Strong growth is forecast across all areas of the workforce (see Figure 2) however workforce and skills shortages are significant in the sector. Just over 4,000 educator roles for the sector went unfilled in February 2023, with a further 2,250 positions in early childhood teaching and 2,000 education aide roles going unfilled (see Figure3). Vacancies have been declining since October 2022 however, with strong demand forecasts, these shortages are causing significant issues for providers to continue to deliver quality services.

Figure 3: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23

— Educators / Child Carers
— Early Childhood (Pre-primary School) Teachers
— Education Aides

4,022

2,253

2,001
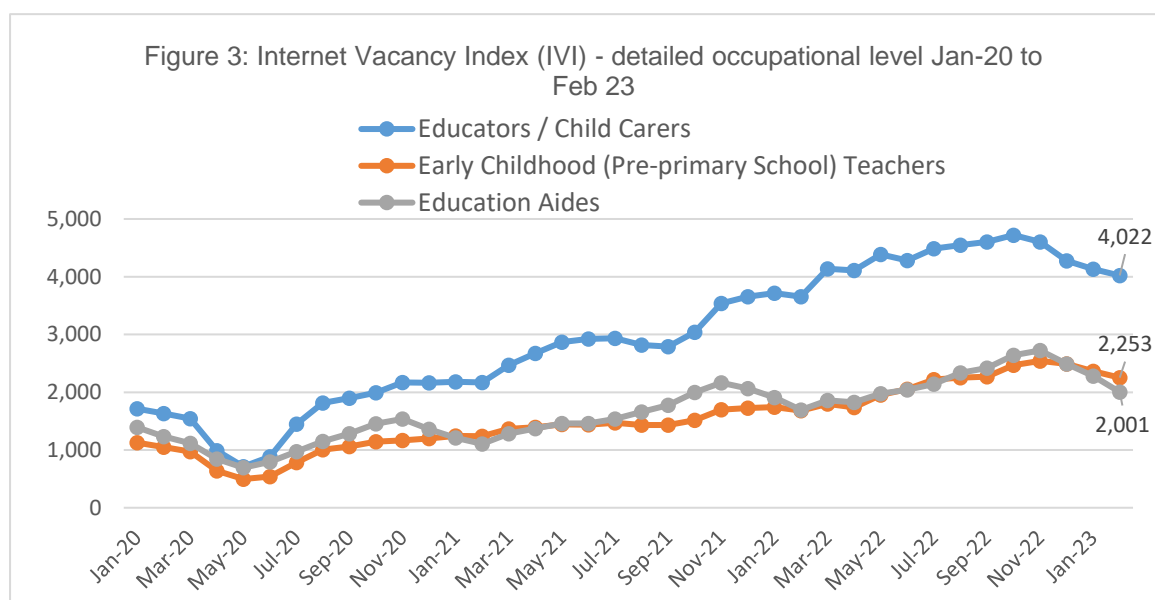
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

The ECEC sector is subject to a range of Federal and State/Territory policy action agendas, some of which relate to access and equity issues. Significant and most recent policy developments/actions impacting workforce development issues are:

- The [National Children's Education and Care Workforce Strategy (2022–2031)](#) has been coordinated by the Australian Children's Education & Care Quality Authority (ACECQA) with the sector to support the recruitment, retention, sustainability and quality of the ECE workforce. The strategy outlines 21 actions to be progressed over the next ten years in the following 6 Focus Areas:

  1. **Professional recognition** - Workforce professional standing, including pay and conditions, registration, and community perceptions and value
  2. **Attraction and retention** - Workforce diversity, including attracting the right people into the sector, and valuing and retaining high calibre staff
  3. **Leadership and capability** - Workforce culture, including professional development, leadership and mentoring, and management capability
  4. **Wellbeing** - Helping service providers to have strong mental health and wellbeing supports for their workforce
  5. **Qualifications and career pathways** - Supporting quality, improving consistency and reducing complexity, as well as enabling flexible career progression
  6. **Data and evidence** - Enhanced national data collection, analysis, and strategic discussion.

  Recent work from the Strategy has also included a focus on the OSHC segment (which is covered in the following section).

- **The [Australian Competition & Consumer Commission (ACCC) Childcare inquiry](#)** commenced 1 January 2023 in response to the Treasurer's request to analyse drivers of price, and the supply of childcare services specifically in relation to:
  - costs and availability of labour
  - the use of land and related costs
  - finance and administrative costs
  - regulatory compliance costs
  - the costs of consumables.

  Other factors regarding price charges and changes since 2018 will be examined. Roundtables will be held with families and users of care services, as well as workforce participants throughout the year with a final report due 31 December 2023.

- **Childcare Activity Test** - The ECE sector is sensitive to policy and funding settings which have a direct impact on family access to services. Concerns are (and have in the past) been expressed about the impacts of childcare subsidy activity tests and the extent to which they are an incentive or barrier to labour force participation.[3] In addition, SNAICC has demonstrated for many years how the activity test model presents an extra barrier to Aboriginal and Torres Strait Islander families already facing challenges accessing early childhood education and care. Financial costs and the administrative complexity of the system are highlighted and they are advocating for it to be abolished.[4]

- The [Royal Commission into early childhood education & care](#) in **South Austr**alia was established in October 2022 to explore a range of factors to determine equitable and improved access and outcomes for South Australian children. As the enquiry

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[3]For a recent example refer to "Childcare Activity Test: Incentive or Barrier to Female Participation" published March 2023 and accessed from https://www.impacteconomics.com.au/
[4] SNAICC (6 March 2023) [Media Release: Childcare test costing families and the economy](#) [Viewed 27 March 2023]

progresses, it will be important to monitor states and recommendations made as they will impact all aspects of the sector, including the workforce.

- The 2019 NQF Review has put forward a number of recommendations, including changing the Education and Care Services National Law, National Regulations, as well as additional guidance with the objective to enhance a child's health, safety and wellbeing. Changes to the Early Childhood Legislation Amendment Act 2022 are due to be implemented mid-2023. A number of the changes proposed will impact workforce training and skills requirements in areas of:
  - New safety requirements (new policies, procedures and risk assessments)
  - Improved oversight and compliance tools (for Regulatory Authorities)
  - Increasing mandatory minimum qualification requirements for FDC educators
  - Improving educator knowledge of best practice.

- The National Agreement on Closing the Gap presents 19 national targets to impact life outcomes for Aboriginal and Torres Strait Islander people. Key targets and outcomes of relevance to ECEC include:
  - Socioeconomic outcome area 3: Children are engaged in high quality, culturally appropriate early childhood education in their early years
  - Socioeconomic outcome area 4: Children thrive in their early years

  The workforce is a key component for supporting these outcomes as they are in a position to deliver ECEC services directly and indirectly to children and their carers and strive to ensure access and quality of service are achieved for Aboriginal and Torres Strait Islander communities.

- **Federal and State/Territory Government commitments to universal access to free 5-day preschool**. These commitments are an extension to earlier Agreements by the governments to increase participation rates in preschool.[5]

Workforce development opportunities and issues

Current and future workforce demand is a major challenge for the sector. The Australian Government's 2022 Skills Priority List states that there is a national shortage of qualified people across the country, and employers across all sub-sectors are struggling to fill vacancies. This has a direct impact of service quality and meeting regulatory requirements. The current educator-to-child ratios and minimum qualification requirements set under the Education and Care Services Regulations are challenging for service providers to meet while they are concurrently experiencing unprecedented workforce shortages and skills issues exacerbated by the COVID-19 pandemic.

The sector has been identified as one that benefits from migration policies to attract appropriately qualified overseas workers. These are complex issues for service providers and regulators to navigate due to the evidence-based connection between ratios, qualifications and service quality.

Workforce challenges for the sector include **staff shortages**, challenges in **regional and remote areas**, **quality and consistency in skills development** and **professionalism**, **staff conditions** and **leadership**.

Approximately 7 million people reside in regional or remote areas across the country, representing nearly 40% of the population. Over the decade, this population has increased by

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[5] Department of Education. Preschool Reform Funding Agreement [Viewed 23 March 2023]

11.7%. Just under half a million (1.9%) are based in remote or very remote areas.[6] Australians living in rural and remote areas tend to experience unique challenges due to their geographic isolation to major cities. Within the ECEC context, **it can be more difficult to create a sustainable workforce that has access to ongoing training and professional development.** Stakeholders have advocated for the importance of learning and career pathways for potential workers in regional and remote communities and have highlighted the challenges associated with the current qualifications structure. These include access to quality training providers, and the cost of such training; the difficulty in fulfilling work placement and assessment requirements; and the difficulty in learners' access to work experience within services regulated under the NQF.

Aboriginal and Torres Strait Islander children account for a large proportion of children in remote and very remote areas in Australia and are therefore more likely to experience a lack of access to appropriate services. The National Agreement on Closing the Gap (which was formally established in 2019) has **established priority reforms in terms of the way in which governments work with Aboriginal and Torres Strait Islander communities** to ensure lives and outcomes improve for members of these communities. ECEC services can play a broader role in the community, and the importance of culturally appropriate content and community trust is especially important in Aboriginal and Torres Strait Islander populations.[7]

In some communities ECEC services may be provided as part of a broader setting and not be subject to regulated education and care service models. There is scope to investigate learning pathways for people engaged in these services who are generally trusted individuals from within the community to give formal recognition to their skills with realistically achievable pathways to facilitate access to further formal skills learning. In many of these communities English may not be a first language and therefore language and cultural considerations for communicating with families is important, particularly where community trust is required.

There are also other ECEC settings which fall outside regulated services such as mobile playgroups, in home care, nannying and governess roles which may be better supported by VET qualifications including micro-credentials.

Apart from the challenges in labour shortages with the attraction and retention of staff, **the skills gaps** in the ECEC sector are tiered across three levels, each of which is impacting skills development within the sector. This exacerbates the workforce shortages being experienced and creates challenges in meeting professional standards and having a sustainable workforce.

- **Leadership and management at a senior level**
  Severe skill shortages exist as senior staff leave the sector or retire, which consequently impacts succession planning for many services. The departure of senior staff also affects the availability of mentors to support staff in the further development of their skills. Those senior staff left are under pressure to continue delivering operations, cover absences and ensure services operate within quality and compliance requirements.
- **Small talent pool**
  Overall there is a small talent pool to draw on, with many vacancies going unfilled for over 12 months. There is therefore an urgent need to build capacity within the sector. Educators who may be employed in job roles but do not have the right skills, attributes or training highlight the need to build capability from within the sector. Staff turnover rates can be as high as 30%.[8] A recent survey conducted suggests this rate

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[6] Australian Bureau of Statistics (ABS) (2021) Regional Population [Viewed 27 March 2023]
[7] Coalition of Peaks. Priority Reforms [Viewed 27 March 2023]
[8] McDonald, P., Thorpe, K., & Irvine, S. (2018). Low pay but still we stay: Retention in early childhood education and care. Journal of Industrial Relations, 60(5), 647–668. https://doi.org/10.1177/0022185618800351

is rising with 50% of responding ECEC providers indicating that staff turnover has increased or greatly increased since the COVId-19 pandemic.[9] The loss of staff is creating enormous challenges for the sector to continue delivering quality services and fill vacancies (especially supervisory and mentorship roles).

2.2 Outside School Hours Care (OSHC) / School Aged Education and Care (SAC)

This segment includes the education and care roles in out of school hours services (OSHC) and vacation care in Australia. Like the early childhood segment, it is subject to the National Quality Framework (NQF) and there is national data available in relation to services and workforce. There are no national mandated qualifications for OSHC although some state and territory jurisdictions do specify requirements for roles in the segment.

Workforce profile and issues

The OSHC workforce is involved in caring for children between the ages of 5 and 12 years across a range of settings located in school grounds, community venues, churches and other similar venues. As at 31 June 2022, there were approximately **27,500 OSHC educators** across the country as published by the National Outside School Hours Services Alliance (NOSHSA).[10]

National JSA occupational-level data quoted in the previous section of 8,600 OSHC Workers (ANZSCO 421114) differs significantly from figures published by NOSHSA and this will primarily be attributed to differences in definitions and inclusions of job roles. Due to the significant variances, the JSA data is drawn on for insights regarding the *profile* of the workforce, showing that it is predominantly female (79%), young (average age of 24 years), and 40% have a Year 12 qualification. At the time of writing, further data and evidence on NOSHSA's figures were not available for the profile of OSHC educators to be further explored.

Outside School Hours Care
This segment includes the education and care roles in out of school hours services and vacation care in Australia.
Job role/s
- Education Aide - Education Leader - Educator - Inclusion Leader - Out of School Hours Care Worker (ANZSCO ID 421114) - Out of School Hours Care Coordinator / Program Manager - Preschool Aide - Teacher Aide

The 2021 ECEC Workforce Census quoted that the OSCH workforce represented 31,085 staff and the vacation care workforce included 24,679 staff.[11] Both workforces noted notable increases since the last Census was conducted in 2016 (13.1% and 4.7% respectively). As mentioned earlier, differences in scope, definitions and timings of collections will explain much of the variations noted between these figures and those referenced in the ECEC Workforce Census and JSA database.

Outside school hours care services mainly cater to school aged children, however they are not part of school administration and are independently run, although the services may be provided on school premises. The segment has had challenges with the recognition of these factors as well as being **recognised as independent to the early childhood or school systems,** however exponential increases in demand for these services has raised their profile and highlighted the need for this. There are ideological debates about the balance between recreation and an extension of the school day in OSHC activities.

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[9] Community Early Learning Australia (CELA Early Learning Association Australia (ELAA) and Community Child Care Association (CCC) (November 2021) Investing in our future: Growing the education and care workforce
[10] National Outside School Hours Services Alliance. All About OSHC. Edition 5, June 2022.
[11] Department of Education (2022) 2021 Early Childhood Education and Care National Workforce Census Report

Many of the recent announcements and changes outlined in the previous section for ECEC are applicable to the OSHC workforce. In addition to those, the National Outside School Hours Services Alliance (NOSHSA) has been funded by the Australian Government Department of Education to develop a freely accessible, relevant, and practical resource suite to promote and enhance inclusive practice. This includes mentoring and coaching tools designed to build the capacity of the OSHC sector through supporting and enhancing the role of the Educational Leader (Inclusion Leader) and educators in their day-to-day inclusive practice with children. A series of workshops and webinars will be conducted with senior OSCH workers throughout the year where feedback will be gathered on inclusive practices including coaching and mentoring.

Workforce development opportunities and issues

Many OSHC staff are employed on a casual basis with short shifts and part-time hours. University students make up a significant segment of the workforce. With the rapid growth in this sector and the **need for a stable core workforce**, the issues associated with a casualised workforce has become more significant. This was a factor in considering the development of a *Certificate III in Outside School Hours Care* as an **entry pathway** which could be delivered as a traineeship and used to promote employment in a rapidly growing sector and attract young people looking to start a career with potentially strong pathways. It is envisaged that national qualifications which are aligned to the needs of the sector will assist in addressing the current challenges faced as a result of various jurisdictional requirements, particularly those challenges experienced by providers who operate in multiple states. Qualifications specific to the sector will also enable more specific consideration of funding models and skills priorities.

The **skills gaps** identified for the early childhood segment are more acute in the OSHC sector where there are no national qualification requirements and where the transient nature of the workforce combined with competition from other parts of the sector contribute to higher staff turnover.

Enhanced mobility between roles in the OSHC and educational support sectors could help address the labour shortages in each of these sectors, given that OSHC services are often on or within proximity to schools and involve the same student participants. In OSHC, the nature of the work can mean that staff are required to do split-shifts (i.e. before and after school hours) whereas educational support staff are required within normal school hours. Continuity of staff in the daily life of a student can also potentially achieve enhanced understanding and coordination of student support requirements.[12]

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[12] The Australian Education Research Organisation (AERO) in partnership with NOSHSA is undertaking a study to explore best practice and the creation of evidence-based resources to support teachers and educators with helping students move between out of school hours care and services and school [Further information available at: https://www.noshsa.org.au/_files/ugd/0909e6_cc9df3391a0c42b5a3267e7fb04af5cc.pdf]

2.3 School based education support

Workforce profile and issues

Education support roles are primarily engaged in a school environment with requirements defined by state and territory jurisdictions. **These roles are not currently regulated as part of a national framework.** State and territory jurisdictions set out regulatory requirements and other information relevant to these roles in a section of their Department of Education websites. This includes the qualification requirements for education support roles.

School Based Education Support
This segment includes roles assisting teachers by supporting student learning in a range of classroom settings. These roles support students with learning under the guidance of a teacher or other educational professional.
Job role/s
- Education Aides (ANZSCO ID 4221) - Education Support Worker - Learning Support Worker - Teacher Aides

The number of teacher aides employed in Australian schools is based on the funding model of each state, territory or non-government education sector. Additional funding is allocated by the Commonwealth government to employ teacher aides to provide specialist services such as disability, literacy and numeracy support.[13] Workforce figures quoted in previous sections show that there are **over 100,000 education aides** in the country and while strong growth is predicted (an additional 17,600 workers will be needed by 2026), the shortages are severe. Approximately 2,000 jobs go unfilled each month (see Figure 3 above).

Some of the most recent issues and developments impacting workforce demand and supply have been highlighted in the previous discussions for ECEC and OSHC. The interrelationship and overlap of the sectors means changes in one will affect the others either directly or indirectly.

For education support, there are policy shifts pending with recent changes in governments and reviews of national agreements and standards which are directly impacting the sector. In general terms, the people who work in education support roles within the school system are working within an increasingly broad set of circumstances and with an increasing number of students with a variety of needs. Changes in expectations are being reflected in **shifts in policy and societal norms** as evidenced in the 2020 Review of the Disability Standards for Education 2005.

Workforce development opportunities and issues

Additional skills and knowledge relating to supporting students with specific needs are often acquired outside the VET system. Specific skills needed can depend on the management structure and resources of individual schools and student requirements and on the way in which educational support is coordinated. There are also more recent variables where students are eligible for assistance under the National Disability Insurance Scheme (NDIS) and have their own personal support providers, which can impact the requirements and arrangements for any school-based educational support roles.

Without a national framework for education support roles in schools and school autonomy in application it can be **difficult to clearly identify the parameters of the role**. This can be challenging in the context of broader teacher shortages and the expectations of these roles in the day-to-day operations of schools.[14] There is an increasing acknowledgement of the need

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[13] Australian Teacher Aide. Workplace Information]
[14] The Conversation (8 August 2022) Australia spends $5 billion a year on teaching assistants in schools but we don't know what they do [Viewed 23 March 2023]

to **consider the education support roles more closely in an integrated way** with national education policy initiatives and strategies.

The National School Reform Agreement (NSRA) is a joint agreement between the Commonwealth, states, and territories, that aims to lift student outcomes across Australian schools. It outlines a set of strategic reforms in areas where national collaboration will have the greatest impact on improved student outcomes. The current NSRA was developed by the former Coalition Government and covers the period 2019 -2023. Work has commenced on evaluation and planning for the next Agreement and the key areas which have been identified as where **reform is most needed emphasise the role of education support roles** in achieving more inclusive and equitable education outcomes.[15]

Apart from the broader policy context there is work being done within the segment itself to **develop national standards and provide a common understanding of the role of education support staff**. Australian Teacher Aide is coordinating the development of the [Australian Standards for Paraprofessional Educators in Schools](). Consistency in standards will support a common understanding of the role and purpose, particularly where school environments are often faced with resourcing challenges and role creep is resulting from efforts to alleviate these pressures. Education support roles are not teaching roles however they directly relate to the educational outcomes and wellbeing of students. As post Covid period research is becoming available there is evidence that there is an increasing number of students experiencing anxiety, school refusal and other mental health issues requiring support.[16] These trends all indicate the demand for education support roles will continue to increase and ongoing professional development is required to keep pace with providing the best means of support to individual students.

2.4 Skills training priorities [all Children's Education and Care]

A major review of the VET qualifications for the sector (ECEC, OSHC/SAC and Education Support) was completed in 2021 which incorporated major changes in the structure and content of the Training Package products.

It is now possible to consider implementation issues including those associated with the quality, and consistency, of training providers and the availability and desirability of recognition of prior learning (RPL) programs. This would involve strong and ongoing relationships between the sector and training providers, and sector involvement in the validation of learning and assessment materials/activities.

The table below indicates how many RTOs have the updated qualifications on scope.

Table 1: Number of Registered Training Organisations (RTOs) by nationally recognised Children's Education and Care qualifications on scope – Children's Education and Care Training Package Products

Qualification Code	Qualification name	No. of RTOs with qualification on scope
Early childhood education and care (ECEC)		
CHC30121	Certificate III in Early Childhood Education and Care	365
CHC50121	Diploma of Early Childhood Education and Care	325

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[15] Minister's Media Centre. Ministers of the Education Portfolio. Media Release (16 December 2022) [Next National School Reform Agreement]().
[16] Australian Curriculum, Assessment and Reporting Authority (ACARA). [School Students with Disability]() [Viewed 23 March 2023]

Qualification Code	Qualification name	No. of RTOs with qualification on scope
School age education and care		
10983NAT *	Certificate III in Outside School Hours Care	*
CHC50213	Diploma of School Age Education and Care	24
Education support		
CHC30221	Certificate III in Education Support	95
CHC40221	Certificate IV in Education Support	86

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 21 March 2023.

*Implementation of Certificate III in Outside School Hours Care
The *10983NAT Certificate III in Outside School Hours Care* was approved by the Australian Skills Quality Authority in August 2021. The qualification was developed by the National Outside School Hours Services Alliance (NOSHSA). The outcomes of the course were designed to meet the needs of the OSHC sector in response to changes to equivalent qualifications within the national education and care services Training Package. The qualification seeks to provide adequate and appropriate preparation for educators entering the growing OSHC workforce.

NOSHSA are currently negotiating funding arrangements with State and Territory governments for the *Certificate III in Outside School Hours Care,* as well as the delivery of the qualification with suitably experienced Registered Training Organisations.

Mentoring and Leadership
The CEC sector is losing senior staff as they decide to leave the sector or retire and is therefore losing mentors to support staff in progressing to middle management and senior roles. There is an opportunity for training organisations to fill this gap as they may be in a position to offer **mentoring programs specific to CEC workers**. Stakeholders have, however, noted that it can be difficult to access TAE qualified personnel with industry currency.

There has been an established awareness of the importance of leadership and management skills for those in senior positions in CEC services, and requirements vary based on the structure of services and the way in which responsibilities are assigned within an organisation. In addition, there is now a growing emphasis on operational leadership skills for all job roles within CEC services. In contrast to the skills required in areas such as finance and administration, stakeholders assign value to the ability of CEC staff to work effectively as part of a team and exercise leadership in carrying out day-to-day routines to enable the smooth operation of services. NOSHSA has developed leadership and management standards training to support emerging leaders in the sector.

An additional type of leadership in the sector is pedagogical leadership. Every service under the NQF is required to have a designated educational leader, and there is an emerging need for education and training with a focus on the development and application of the skills these leaders require.

Some stakeholders have expressed the view that there is a significant difference between Outside School Hours and Long Day Care roles and responsibilities, particularly among Diploma-qualified staff. This highlights the need for workers to have the skills to be able to negotiate with families and principals, and to take an active role in business planning. Other stakeholders have noted that there are commonalities between the roles in these two sub-sectors in terms of staff needing to understand the importance of children's play, recreation, and learning.
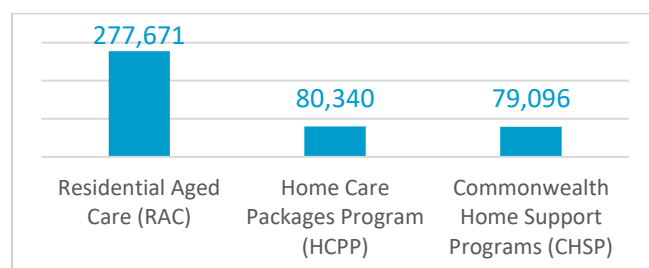
Section 3.0 Aged and Disability Services

Overview
The Australian Government's National Care and Support Workforce Strategy (March 2022) is the national strategy established to guide the achievement of a high quality and a sustainable **care and support workforce** which includes aged care, disability support and veterans' care. The principles and objectives of this Strategy, alongside sector-based workforce strategies will underpin future workforce development and planning activities for the sectors outlined in this section.

3.1 Aged Care
Workforce profile and issues
The aged care workforce is a critical component of the sector and at the heart of what the sector represents regarding care, quality and productivity. Estimates show that the workforce is **equivalent to over 370,000 workers** representing a range of job roles such as nurses, personal care workers, allied health professionals, and administrative and ancillary staff.[17]

The latest Aged Care Workforce Census data available (2020)[18] shows that workforce distribution (i.e. numbers) across service types is:

	Residential Aged Care (RAC)	Home Care Packages Program (HCPP)	Commonwealth Home Support Programs (CHSP)
	277,671	80,340	79,096

Patterns of working however show that workers will **often work in multiple settings** i.e. in both RAC and home care, and for **more than one provider** therefore making the task of quantifying the workforce more challenging. For example, within aged care, 16%[19] of home care and home support direct care workers reported working multiple jobs (Department of Health, 2016).

The aged care workforce works closely with a range of health professionals and staff in the wider health care industry. It comprises of a mixture of regulated professions, along with other workers who do not have a defined scope of practice. The latter is represented by a majority of direct care staff and primarily personal care workers, assistants or attendants (PCW/As).

Over 1 million people access aged care services through:

- Commonwealth Home Support Program
- Permanent Residential Aged Care Program
- Home Care Packages Program
- Respite Residential Aged Care Program
- Transition Care Program
- Short-term Restorative Care Program.

Source: Australian Institute of Health and Welfare (AIHW) Australia's welfare 2021, Aged care.

Aged Care

Workers can be involved in delivering a range of clinical and non-clinical support services in an individual's home and/or residential aged care facilities.

Job role/s
- Allied Health Assistant
- Carers for the Aged and Disabled (ANZSCO 4231)
- Community Care Worker (ANZSCO 411711)
- Enrolled Nurse (ANZSCO 411411)
- Home Care Assistant
- Individual Support Worker
- Carer
- Nursing Support Worker (ANZSCO 423312)
- Personal Care Assistant (ANZSCO 423313)
- Personal Care Giver
- Registered Nurse (ANZSCO 254412)
- Residential Support Worker

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[17] Australian Government Department of Health. 2020-21 Report on the Operation of the Aged Care Act 1997 [Viewed 22 March 2023]

[18] The 2021 Aged Care Workforce Census was conducted in September 2021 and results have yet to be published.

[19] Australian Government Department of Health (March 2017) The Aged Care Workforce, 2016

Currently there are no licensing or accreditation requirements for personal care workers, unlike other workers in the sector, such as enrolled and registered nurses and allied health professionals, who are regulated through the Australian Health Practitioner Regulation Agency (Ahpra).

National occupation-level data published by JSA shows that **289,700 personal care workers** (also referred to as personal carers or carers of the aged and disabled) were employed across the country (November 2022). The majority (80%) are female and the average age of a worker is 47 years. Approximately one third (32%) of workers are in full-time employment. While formal qualifications are not essential, approximately 42% of workers have a Certificate III or IV in aged care, mental health, community services, disability or other related fields.

The workforce across this particular occupation has more than doubled over the last decade, and employment forecasts show **very strong demand with an additional 74,900 care workers** for the aged and disabled to be needed by 2026 (see Figure 4). It is the largest growing occupation in the country.
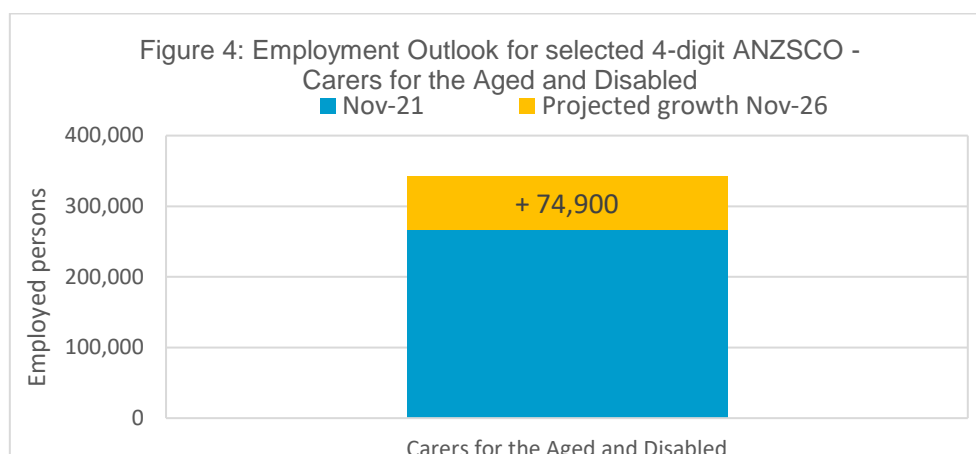
Source: Jobs and Skills Australia. Occupation-level 4-digit data.

Despite these strong growth forecasts, the sector is experiencing chronic supply and skills workforce shortages with the shortfall of workers estimated to be equivalent to 110,000 by 2030 if the workforce continues to expand at its current pace.[20] The latest job vacancy data shows that in February 2023, just under 4,400 vacancies for carers for the aged and disabled roles went unfilled (see Figure 5). This figure however reflects a reduced and falling number compared to a peak registered in October 2022 of 5,238 unfilled vacancies.
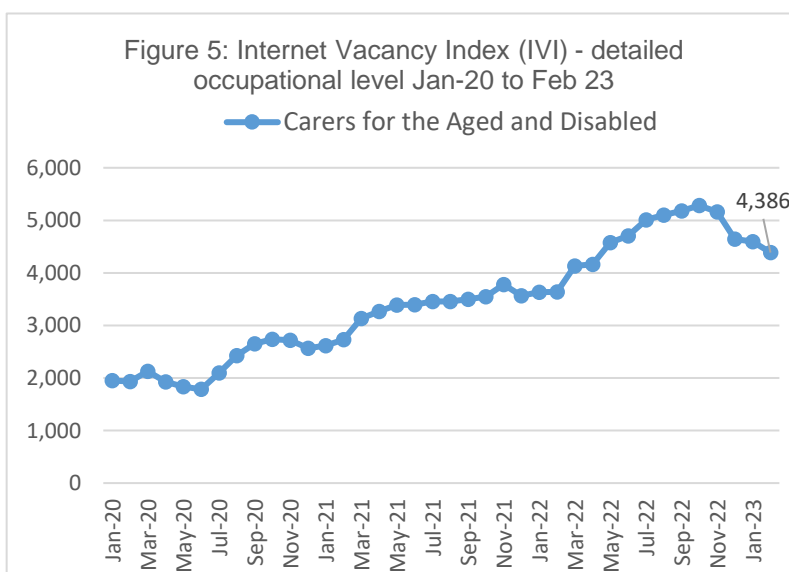
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

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[20] Committee for Economic Development of Australia (CEDA) Duty of Care: Aged care sector in crisis [Viewed 22 March 2023]

This job role is flagged in the government's Skills Priority List (2022) as noting shortages across all states and territories and future demand is rated as strong.

The main and most recent developments impacting workforce development are:

- Ongoing implementation of the 14 Strategic Actions from Australia's Aged Care Workforce Strategy – The Aged Care Workforce Industry Council is overseeing the implementation of all 14 strategic actions which are focused on positioning the aged care workforce for the future, including changing perceptions of the industry and driving transformational changes. The following strands of activities will continue to impact training and employment of the workforce:
    1. Creation of a social change campaign to reframe caring and promote the workforce
    2. Voluntary industry code of practice
    3. Reframing the qualification and skills framework – addressing current and future competencies and skills requirements
    4. Defining new career pathways including accreditation
    5. Developing cultures of feedback and continuous improvement
    6. Establishing a new standard approach to workforce planning and skills mix modelling
    7. Implementing new attraction and retention strategies for the workforce
    8. Developing a revised workforce relations framework to better reflect the changing nature of work
    9. Strengthening the interface between aged care and primary/acute care
    10. Improved training and recruitment practices for the Australian Government aged care workforce
    11. Establishing a remote accord
    12. Establishing an Aged Care Centre for Growth and Translational Research
    13. Current and future funding considerations, including staff remuneration
    14. Transitioning the existing workforce to new standards

- Aged Care reforms - A number of recommendations made by the Royal Commission into Aged Care Quality and Safety have targeted workforce changes. These include:
    o the establishment of a national registration scheme for the personal care workforce (Recommendation 77)
    o setting a Certificate III as a mandatory minimum qualification required for personal care workers performing paid work in the sector (Recommendation 78)
    o other recommendations regarding minimum staff ratios to aged care residents, as well as staff roles have also impacted workforce planning

While not all have been actioned, the sector is monitoring the situation closely for many, if implemented, will have training and workforce development implications.

- Fee-Free TAFE – 180,000 Fee-Free TAFE places are being made available during 2023 in courses for sectors experiencing significant skills shortages, including aged care. This is specifically reflected in the expansion of JobTrainer to include 48,800 additional training places for job seekers and existing aged care workers in relevant aged care qualifications.

- The Home Care Workforce Support Program (2022) – In response to the Royal Commission, the former Government allocated approximately $91 million to an organisation in each state/territory (including the National Aboriginal Community Controlled Health Organisation) to increase the personal care workforce nationally by 13,000 workers over the next two years.[21]

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[21] Department of Health and Aged Care (30 March 2022) More personal care workers for in-home aged care [Viewed 27 March 2023]

- Digitisation and virtual care – COVID-19 for many industries resulted in rapidly shifting models of operation to online platforms, and the aged care sector was no different. Government and providers were required to quickly adopt online and virtual models of care to continue to support older Australians in home and residential care settings. The Aged Care Industry Information and Technology Council's (ACIITC's) Care-IT survey revealed that COVID-19 had been an incentive to introduce telehealth/telecare solutions by many across the sector (61.6% of respondents).[22] Technology is playing a positive role in improving access and quality of care to individuals, especially for those in regional and remote areas. Key disruptive technologies outlined by ACIITC in 2021 and which continue to be significantly impacting the sector include:[23]

  o advances in artificial intelligence and automation (to reduce backlogs, prioritise requests and encourage integrated systems and processes);
  o advances in blockchain and data analytics (e.g. real-time data monitoring to help manage chronic diseases such as diabetes);
  o continued evolution of sensor technologies (e.g. home sensors);
  o ongoing development of virtual reality and augmented reality; and
  o voice-activated technology.

Despite the positive impact, the adoption of technology is a challenge. Skills shortages in digital and data literacy have been voiced by sector. Virtual care models are growing in popularity for several reasons; to enhance reach and speed of support access and, to reduce staff-burnout and incentivise workers who left the sector recently to return.

Workforce development opportunities and issues

Workforce supply and skills shortages, and the resulting unmet demand across the sector is by far the most critical issue facing providers and government. Roles in the sector may be personally and humanly rewarding but they are not held in high esteem by society and are remunerated at low, sometimes inadequate levels. The sector includes low paid roles with unattractive working conditions – they are not occupations of choice. There is an intersectionality with migration and visa policies.

Changes in consumer demands, policy reforms and new funding and service models are creating new roles requiring cross-sector skills and the need to **rapidly upgrade or extend existing skills**. There is an increasing acknowledgement of the importance and prevalence of interdisciplinary teams and multi professional interactions and more holistic approaches.

A significant amount of work and activity is currently taking place across the sector as Strategic Actions, and models of collaboration and care are implemented across different levels (i.e. Federal and state/territory governments, national associations and councils, and providers). There are clear opportunities to lead and contribute to the various factors impacting workforce supply:

- Upskilling staff to replace leavers/retirees (succession planning strategies)
- Skilling staff to address skills gaps (e.g. digital and data skills)
- Considering opportunities for personal care workers to gain additional skills which provide them with options to work in specialisms supporting reablement
- Attracting skilled workers through innovative and inclusive recruitment strategies
- Reducing staff turnover

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[22] Barnett K, Livingstone A, Margelis G, Tomlins G, Gould G, Capamagian L, Alexander G, Mason C, Young R (2020) Innovation driving care systems capability: Final Report, Aged Care Industry IT Company.
[23] Hospital and Healthcare (2 March 2021) Roadmapping technology in aged care [Viewed 27 March 2023]

- Improving work conditions and wages
- Enhancing work place culture
- Increasing workforce diversity (especially addressing the under-representation of the Aboriginal and Torres Strait Islander population in the workforce).

Skills training priorities

Extensive reviews of VET qualifications and Units of Competency relevant to the aged care sector (as well as the disability support sector) were conducted during the last three years. The work was driven by the former Aged Services IRC, Disability Support IRC and Direct Client Care and Support IRC and supported by subject matter expert groups in the areas of dementia care, autism, assistive technologies, palliative care, and nutrition and the mealtime experience.

The update of the *Certificate III in Individual Support* was conducted alongside the update of the *Certificate IV in Ageing Support* and *Certificate IV in Disability*. The updates aimed to:

- Reflect the skills and knowledge to provide care and support in a person-centred manner, rather than focus on the environment in which care or support takes place.
- Ensure the structure of the qualifications provides a clear pathway from the Certificate III to the Certificate IV qualifications and to other qualifications in demand in the sectors
- Align with the requirements of the NDIS Quality and Safeguards Workforce Capability Framework and the recommendations of the Royal Commission into Aged Care Quality and Safety, whilst maintaining the scope of job role for a personal care worker at Certificate III or Certificate IV level.

All qualifications, except the *Certificate IV in Ageing Support,* were endorsed. A number of issues were raised by State Training Authorities regarding the updated qualification and related skill set. These all need to be reviewed and addressed to ensure the sector is supported with training products that are current. Please refer to the Case for Endorsement document submitted for the Individual Support qualification for further details regarding the issues raised.

Qualification	Priority
Certificate IV in Ageing Support	High
CHCSS00121 Entry to Certificate IV in Ageing Support	High

Implementation and take-up of the new qualifications (i.e. *CHC33021 Certificate III in Individual Support* and *CHC43121 Certificate IV in Disability Support*) should be monitored to ensure that the number of enrolments continues to increase, and a supply of skilled workers is achieved to meet industry's needs.

3.2 Disability Support

Workforce profile and issues

The disability support sector workforce is sizeable and can represent a range of clinical, personal care and support roles. Due to the diversity of roles, functions and overlapping services across aged care, community services and the wider health industry, it is difficult to quantify the true size of the disability support workforce with one national data collection. The interrelationship with the aged care workforce is strong and so many of the figures and trends reported for the previous section (Aged Care) are representative of this sector's workforce as well (e.g. there are **289,700 carers of the aged and disabled** and strong employment growth forecasts). NDIS Quality and Safeguards Commission data shows that approximately **595,000 worker clearances** have been granted (since 1 February 2021) which can demonstrate the potential volume of the disability support workforce.[24]

Disability Support
Workers will provide a range of services and support to people with disability
Job role/s
[List is similar to that for Aged Care] - Allied Health Assistant - Carers for the Aged and Disabled (ANZSCO 4231) - Community Care Worker (ANZSCO 411711) - Community and Personal Service Worker - Disability Support Worker - Enrolled Nurse (ANZSCO 411411) - Home Care Assistant - Individual Support Worker - Carer - Nursing Support Worker (ANZSCO 423312) - Nurse Practitioner (ANZSCO 254411) - Personal Care Assistant (ANZSCO 423313) - Personal Care Giver - Residential Support Worker - Social and Welfare Professional

Services and support to people with disability is provided by government through the National Disability Insurance Scheme (NDIS) and the National Disability Agreement (NDA). Since the NDIS was established across all jurisdictions, the range of specialist disability services under the NDA has declined and primarily includes employment services and Basic Community Care (BCC) services. BCC services include assisting individuals with a disability or chronic health condition aged under 65 years to live independently and to actively participate in the community.

The disability support employer landscape is extensive and workers may be employed by **registered or unregistered NDIS providers**. Estimates suggest **270,000 workers are employed by NDIS providers across 20 occupations**.[25] The time, effort and cost involved in gaining NDIS registration is not always feasible for providers (especially those involved in providing a range of services not related to the NDIS). Unregistered providers therefore continue to play an important role in employing workers and delivering the NDIS.

The most recent National Disability Services (NDS) Workforce Census report available (December 2021) outlined some key traits and trends regarding the disability workforce:[26]
- Approximately 70% of workers are women
- 44% of workers are aged 45 years or older signifying that workers are on average older than the national Australian workforce
- 61% of the workforce are permanent employees, with the largest growth noted in part-time permanent employment (82% compared to 18% full time permanent employees).

The sector is also supported by a **large number of volunteers and informal carers** (i.e. parents, siblings, family and friends) who are involved in helping and caring for people with

[24] NDIS Quality and Safeguards Commission Activity Report 1 October to 31 December 2022 [Viewed 27 March 2023]
[25] Australian Government Department of Social Services (June 2021) NDIS National Workforce Plan: 2021 – 2025 [Viewed 28 March 2023]
[26] National Disability Services (NDS). State of the Disability Sector Report 2021[Viewed 27 March 2023]

disability. The informal primary carer cohort is estimated to be 2.65 million across Australia, representing 10.8% of the population.[27]

Some of the most recent and significant developments impacting workforce development are:

- The Federal Government's NDIS National Workforce Plan: 2021–25 – The Plan sets a key vision and 16 priority actions focussed on building a responsive and capable workforce. Thes 16 actions fall under three key pillars:

▶ Priority 1: Improve community understanding of the benefits of working in the care and support sector and strengthen entry pathways for suitable workers to enter the sector	▶ Priority 2: Train and support the NDIS workforce	▶ Priority 3: Reduce red tape, facilitate new service models and innovation, and provide more market information about business opportunities in the care and support sector
1. Promote opportunities in the care and support sector	6. Develop micro-credentials and update nationally recognised training to improve the quality of supports and enhance career pathways	10. Improve alignment of provider regulation and worker screening across the care and support sector
2. Develop a simple and accessible online tool for job seekers to self-assess their suitability for new roles based on values, attributes, skills and experience	7. Support the sector to develop a Care and Support Worker Professional Network	11. Continue to improve NDIS pricing approaches to ensure effective operation of the market, including in thin markets
3. Improve effectiveness of jobs boards to match job seekers to vacancies in the sector	8. Work with the sector to establish a skills passport	12. Provide market demand information across the care and support sector to help identify new business opportunities
4. Leverage employment programs to ensure suitable job seekers can find work in the sector	9. Support the sector to grow the number of traineeships and student placements, working closely with education institutions and professional bodies	13. Support participants to find more of the services and supports they need online
5. Better connect NDIS and care and support providers to employment and training providers and workers		14. Explore options to support allied health professionals to work alongside allied health assistants and support workers to increase capacity to respond to participants' needs
		15. Enable allied health professionals in rural and remote areas to access professional support via telehealth
		16. Help build the Aboriginal and Torres Strait Islander community controlled sector to enhance culturally safe NDIS services

Source: NDIS National Workforce Plan: 2021 – 2025 (June 2021)

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[27] Australian Bureau of Statistics (ABS) Disability, Ageing and Carers, Australia: Summary of Findings 2018 (Released 2019) [Available at: https://www.abs.gov.au/statistics/health/disability/disability-ageing-and-carers-australia-summary-findings/latest-release#key-statistics]

All actions outlined in the Plan are driven to supporting, growing and enhancing the quality of the disability support workforce through various initiatives. They include initiatives regarding training (i.e. micro-credential development, traineeships), employment programs and access to regional and rural communities.

- The NDIS Quality and Safeguards Commission has developed an NDIS Workforce Capability Framework ('the Framework') which summarises the essential characteristics of work in the NDIS, and the core capabilities that workers need to deliver services and support. It also describes additional capabilities that reflect specialised knowledge and/or skills when working with participants whose support needs require advanced and ancillary skills.[28] The Framework is based on reflecting the needs and experiences of participants, with core capabilities being as follows:[29]
  - Uphold my rights
  - Communicate effectively
  - Build trusted relationships
  - Work collaboratively.

  The Framework is for participants, the workforce (i.e. supervisors, managers and workers) and educators and trainers to ensure a participant's experience and wellbeing is maximised. Tools and resources to support the implementation of the Framework are currently being developed and tested. They cover a range of topics including:
  - Position Description tool
  - Workforce management and planning tool
  - Supervising for Capability resources
  - Job Suitability self-assessment tool
  - Career options resources
  - Training development resources.

- The disability support sector in recent years has been of focus with The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability ('the Disability Royal Commission') established in 2019 to investigate growing community concern regarding violence against, and the neglect, abuse and exploitation of, people with disability. Although the Disability Royal Commission is still conducting its investigations, interim findings have indicated that support workers in the sector play an important role in providing support and safety for people with disability. Workforce training has been identified as an area of further investigation by the Disability Royal Commission.

- Australia's Disability Strategy (2021-2031) sets out the country's national disability policy framework and plan of activities which aim to achieving an increase in inclusion and improving the lives of people with disability. A key policy priority regarding the workforce includes increasing the understanding of disability by the workforce to enhance service quality and the support people receive (*Policy Priority 2: Key professional workforces are able to confidently and positively respond to people with disability*). A significant amount of work is also being done and aligned to this strategy via the Disability Sector Strengthening Plan (Disability SSP), a plan developed to support the achievement of Priority Reform Two of the National Agreement on Closing the Gap (the National Agreement) to build the community-controlled disability sector.

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[28] NDIS Quality and Safeguards Commission. NDIS Workforce Capability Framework [Available at: https://www.ndiscommission.gov.au/workers/worker-training-modules-and-resources/ndis-workforce-capability-framework]
[29] NDIS Quality and Safeguards Commission. NDIS Workforce Capability Framework [Available at: https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0]

Workforce development opportunities and issues

Workforce development is a critical aspect for ensuring that the disability sector workforce in Australia is able to meet the changing needs of people with disability. Some of the key areas of focus for workforce development in the disability sector which should be aligned to the wider policy and priority action landscape are:

- Recruitment and retention - There is a shortage of skilled workers in the disability sector, particularly in regional and remote areas, and high staff turnover rates. This makes it difficult for disability service providers to maintain a stable and skilled workforce.
- Training and development - There is a need for ongoing training and professional development opportunities for disability workers to improve the quality of services provided and ensure compliance with regulations and standards.
- Workforce diversity - The disability sector workforce is predominantly female, and there is a need for greater diversity in the workforce, including more workers from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander workers.
- Pay and conditions - Many disability workers are employed on a casual or part-time basis, and there are concerns about low pay and poor working conditions. This can make it difficult to attract and retain skilled workers in the sector.
- Workforce recognition - There is a need for greater recognition and respect for the valuable work that disability workers do, and for improved public understanding of the challenges faced by people with disabilities and those who support them.

Skills training priorities

The former Disability Support IRC worked in collaboration with the Direct Client Care and Support IRC and the Aged Services IRC to update the qualifications and relevant Units of Competency within the *Certificate III in Individual Support*, the *Certificate IV in Disability* and the *Certificate IV in Ageing Support*. The *CHC43121 Certificate IV in Disability Support* was released in November 2022 and no immediate Training Package development work is required.

With further consultation, training needs regarding micro-credentials and other training options to address skills gaps should be explored.

Section 4.0 Health and human services

Overview

The sectors outlined in this section share a commonality regarding workforce diversity, complexity and scopes which regularly overlap. Work in the industry reflects a complex interrelationship of duty of care, ethical behaviors and personal values in the context of the provision of high-quality service to clients. The nature and principles of work in the health and human services include:

- meeting duty of care, legal and statutory responsibilities (ethical behaviour)
- providing a non-discriminatory service
- providing a client-centred approach.

> Health care and social assistance services covers:
> *Source: (ANZSIC) classifications*
>
> · hospitals
> · general and specialist medical services
> · pathology and diagnostic imaging services
> · dental and allied health care
> · ambulance services
> · children's education and care (covered in Section 2.0)
> · aged and residential care (covered in Section 3.0).

It is essential that workers have a sound understanding of the complex regulatory environment in which they work given the interaction between health professional registration legislation, consumer protection and health complaints legislation, and public health legislation.

The majority of the job roles sit within the wider health care and social assistance industry which represents just over 2 million workers, the highest employing industry in Australia.

An additional 301,000 workers are forecast by November 2026, with the workforces in scope for workforce planning representing many of the forecasted job roles (see Figure 6). Consequently, it is evident that the health and human services workforce will note significant levels of growth in the upcoming years.

Figure 6: Quarterly employment (historic and forecast) across the Health Care and Social Assistance industry – Nov 17 to Nov 26
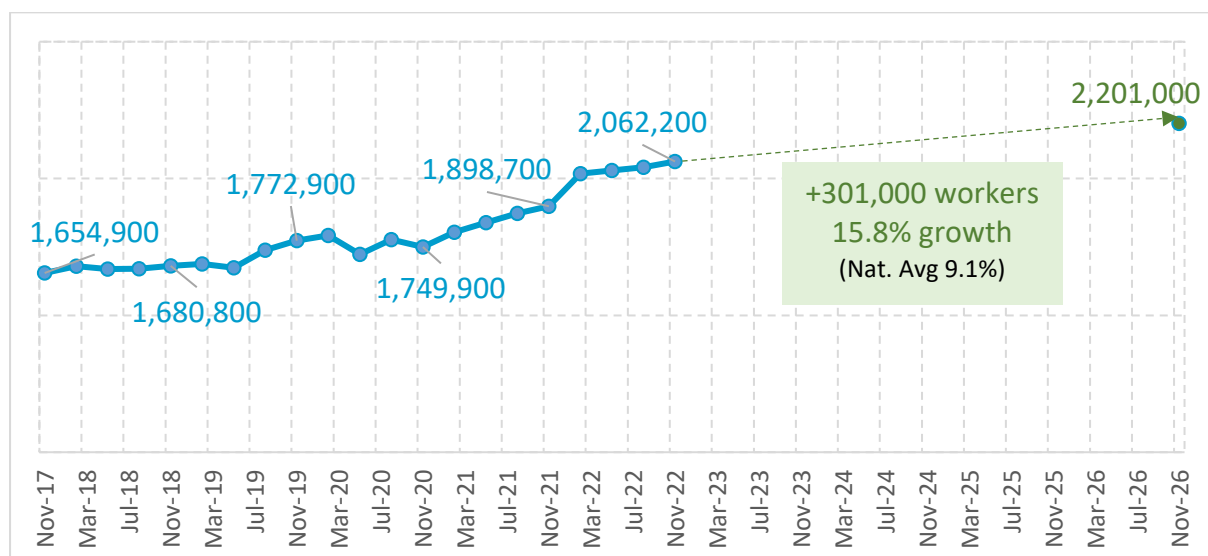
Source: Australian Government Labour Market Portal. Industry Profiles Data November-22 Health Care and Social Assistance

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Across Australia, nearly 630,000 workers were based in New South Wales and 535,700 workers were in Queensland, representing the largest employing states. Overall, the proportion of the workforce in full-time employment (57%) is lower than the national full-time rate of 66%. The lowest rates of full-time employment across the industry were registered in Tasmania (49%) and South Australia (52%), followed by Western Australia and Victoria who registered 54% respectively (see Figure 7).

Figure 7: Total employed persons ('000) in the Health Care and Social Assistance industry by full-time and part-time employment status – Nov 22
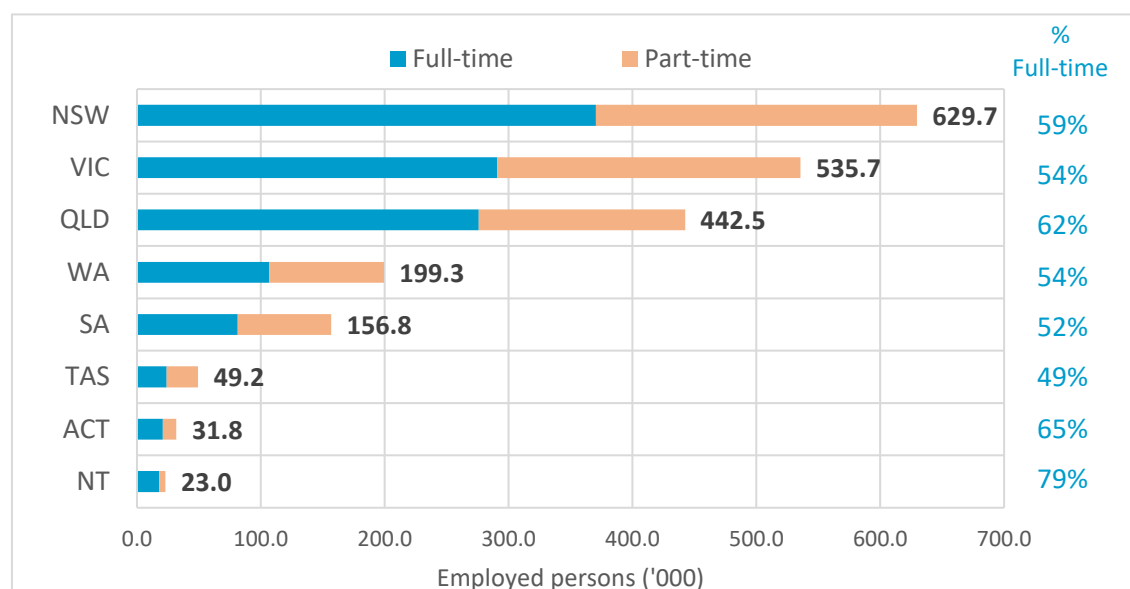
Source: 6291.0.55.001 Labour Force, Australia, Detailed (Table 05)

There are hundreds of job roles across the industry representing different levels of seniority, functions and skills levels. Appendix A lists the range of occupations across the health care and social assistance industry by skills levels, which are based on the *Australian and New Zealand Standard Classifications of Occupations* (ANZSCOs) codes.

The health care and social assistance workforce is depicted by the following traits and employment features:

- 76.5% are female
- The average age of a worker is 41 years
- Average earnings are $1,057 per week (which is lower than the national average of $1,200)
- 45% of the workforce has a university qualification and 31% have a VET qualification.

These characteristics, where possible, have been cross-checked and verified or assessed with sector-level and occupational-level data.

4.1 Aboriginal and Torres Strait Islander Health

Workforce profile and issues

The job role titles of workers can vary from Aboriginal and Torres Strait Islander Health Practitioner to Aboriginal Health Practitioner or Torres Strait Islander Health Practitioner. Please note these titles are protected under the *Health Practitioner Regulation National Law* and a person cannot use any of these titles unless they are registered with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).

The National Association of Aboriginal and Torres Strait Islander Health Workers and Practitioners (NAATSIHWP) provides the following definitions across the two job roles:[30]

Aboriginal and/or Torres Strait Islander Health Worker
An Aboriginal and/or Torres Strait Islander [is a] person who has gained a Certificate II or higher qualification in Aboriginal and/or Torres Strait Islander Primary Health Care from one of the health Training Packages listed below [located on right in this document].

Aboriginal and/or Torres Strait Islander Health Practitioner
An Aboriginal and/or Torres Strait Islander [is a] person who has gained a Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice, and has successfully applied for and been registered with the Aboriginal and Torres Strait Islander Health Practice Board of Australia through the Australian Health Practitioner Regulation Agency (Ahpra).

From 1 July 2012, Aboriginal and/or Torres Strait Islander Health Workers, working under the title of Health Practitioners, were regulated. Registration is based on the *Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice* and this requirement

Current Aboriginal and Torres Strait Islander Health Worker Training Package

provides significant reason to ensure the registration qualification aligns with industry expectations and performance. In the interest of public safety, the Aboriginal and Torres Strait Islander Health Practice Board of Australia highly recommends registration if an Aboriginal and/or Torres Strait Islander Health Worker's role involves direct clinical care of patients.

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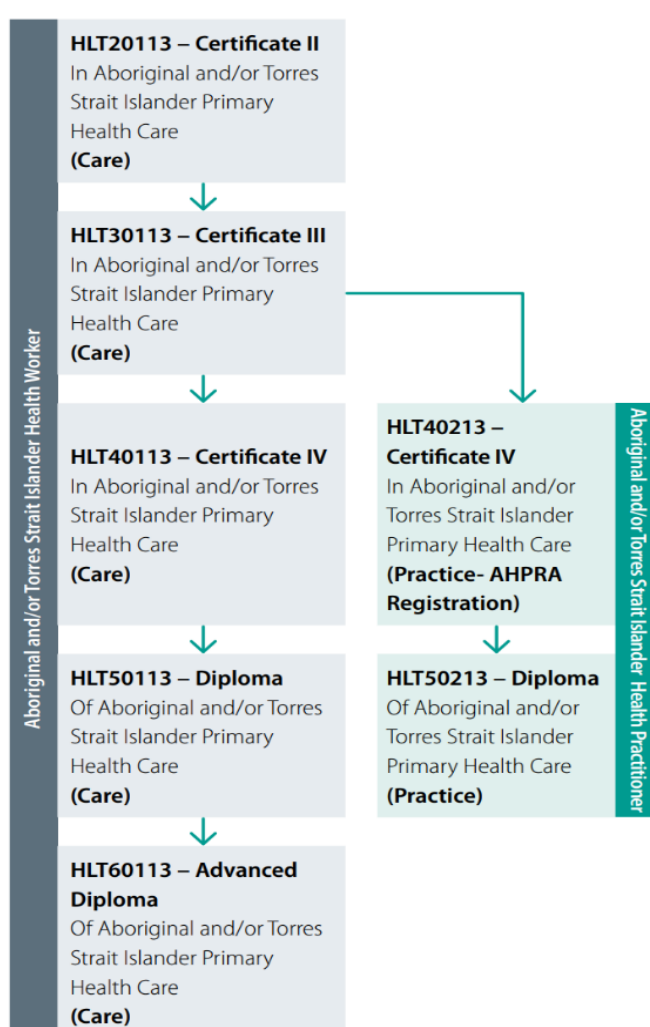
[30] National Association of Aboriginal and Torres Strait Islander Health Workers and Practitioners Annual Report 2021

The most recent national statistics available indicate that in 2021, there were approximately 2,000 Aboriginal and Torres Strait Islander Health Workers (ANZSCO 4115) with 500 people employed in the occupation as their main job.[31] Nearly three-quarters (73%) are female and the average age of a worker is 44 years. Three-quarters of the workforce are in full-time employment. As of 31 December 2022 there were 930 registered Aboriginal and/or Torres Strait Islander Health Practitioners in Australia (915 practising and 15 non-practising).[32]

There are a number of initiatives and strategic plans established which are influencing key workforce issues, including supply and skills shortages:

- The recently established *National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031* (National Workforce Plan) sets out a key target that Aboriginal and Torres Strait Islander people be fully represented in the health workforce by 2031. In 2016, the health sector participation rate of Aboriginal and Torres Strait Islander people was 1.8%. The target participation rate for 2031 is 3.43%, which would bring it to parity with the projected percentage of the Australian population of working age (15–64 years of age) represented by Aboriginal and Torres Strait Islander people.[33] This Workforce Plan supports and is aligned to multiple Aboriginal and Torres Strait Islander policy reforms such as:
    - the National Agreement on Closing the Gap 2020
    - the National Aboriginal and Torres Strait Islander Health Plan 2021–2031
    - the Cultural Respect Framework for Aboriginal and Torres Strait Islander Health 2016–2026.

Workforce development opportunities and issues
As outlined in the National Workforce Plan, there is an urgent need to increase the number of Aboriginal and Torres Strait Islander health workers. A strategic framework and implementation plan has been developed to enable building a successful workforce of Aboriginal and Torres Strait Islander Australians and therefore future development opportunities need to be aligned to these to ensure a coordinated and collaborative approach.

Skills training priorities
All Aboriginal and/or Torres Strait Islander Health Worker Training Package products in the HLT Health Training Package were updated in 2021, under the direction of the former Aboriginal and Torres Strait Islander Health Worker IRC. They were updated to align to the skills needs of current and emerging roles for Aboriginal and Torres Strait Islander Health Workers and Health Practitioners.

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[31] Australian Government National Skills Commission (NSC) Occupation Profile Indigenous Health Workers [Available at: https://labourmarketinsights.gov.au/occupation-profile/indigenous-health-workers?occupationCode=4115] [Accessed July 2022]
[32] Aboriginal and Torres Strait Islander Health Practice Board of Australia. Registrant Data, Reporting period 01 October 2022 to 31 December 2022.
[33] Australian Government Department of Health. National Aboriginal and Torres Strait Islander Health Workforce Strategic Framework and Implementation Plan 2021–2031.

4.2 Allied Health Assistance

Workforce profile and issues

The allied health workforce represents those health professionals that are not part of medical, dental or nursing professions. They often work as part of multidisciplinary health teams to provide specialised support.[34] Allied health professions are university-qualified practitioners and the allied health assistance workforce can include university-qualified or VET-qualified workers. Together **the allied health services workforce represents 294,400 workers**.[35] There are approximately 200,000 registered allied health professionals. They work across a range of settings including hospitals, private practices, residential aged care facilities, community care, schools and disability services.[36]

Similar to other sectors discussed in this report, it is difficult to measure the size of the assistive workforce in allied health. Occupational-level data for assistant positions is not readily available and the main job role reported in JSA data is **therapy aides** (ANZSCO 423314) representing **5,400 employed workers** across the country. The majority (86%) are female and the average age of a worker is 45 years. Approximately a third (34%) are in full-time employment.

Allied Health Assistance
Workers will be part of a multi-disciplinary team working under the supervision and direction of an allied health professional to perform clinical and non-clinical duties in a discipline-specific area or across a multi-disciplinary team.
Job role/s
· Allied Health Assistant · Diversional Therapy Assistant · Nutrition Assistant · Occupational Assistant · Patient Support Assistant · Physiotherapy Assistant · Rehabilitation Assistant · Speech Pathology Assistant · Therapy Aides (ANZSCO 423314) · Therapy Assistant

Allied health professional roles are captured in the ANZSCO codes and the main professions reflect similar profiles to those outlined for therapy aides. Examples include:

- Speech Pathologists (ANZSCO 252712) – 7,300 employed, 97% female and 56% working full time.
- Audiologist (ANZSCO 252711) – 1,900 employed, 76% female and 65% working full time.
- Occupational therapist (ANZSCO 2524) – 23,600 employed, 92% female and 60% working full time.
- Nutrition professionals (ANZSCO 2511) – 9,000 employed, 94% female and 47% working full time.

Demand for allied health services is increasing and subsequently demand for a skilled workforce is also rising. Between 2019-20 and 2020-21 there has been a 36% increase in Australians receiving at least one Medicare-subsidised allied health service. A total of 27 million Medicare-subsidised allied health services were accessed in one year, with the most popular types of services accessed being optometry (10.4 million), psychology (6.5 million) and podiatry and physiotherapy (both registering more than 3 million services each).[37]

Workforce development opportunities and issues

Allied health assistants play a pivotal role in the workforce, with research indicating that up to 17% of an allied health professional's workload could be carried out by allied health assistants.[38] It is a segment of the workforce that can be used to alleviate service delivery pressures currently faced by practitioners and service providers, however the lack of data for

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[34] Allied Health Professions Australia. Defining allied health [Viewed 22 March 2023]
[35] Jobs and Skills Australia (JSA)
[36] Australian Government Department of Health and Aged Care. About allied health care [Viewed 23 March 2023]
[37] Australian Institute of Health and Welfare (AIHW) (July 2022) General practice, allied health and other primary care services [Viewed 22 March 2023]
[38] Somerville, L., Davis, A., Elliott, A. L., Terrill, D., Austin, N., & Philip, K. (2015, Jun). Building allied health workforce capacity: a strategic approach to workforce innovation. Aust Health Rev, 39(3), 264-270. https://doi.org/10.1071/ah14211

planning means that the nature of services, locations and number of workers required is not available. Barriers for entry are low compared to training and regulation requirements of allied health professionals, therefore opportunities lie in better understanding pathways of VET-trained graduates into the workforce, including roles and specialisms (if any) have been undertaken in training. NCVER data shows that enrolments in Allied Health Assistance qualifications have been increasing over time (see Table 2), however how this supply volume is currently meeting demand is unknown.

Table 2: Total number of enrolments by selected nationally accredited qualifications – Allied Health Assistance

Program name	2018	2019	2020	2021
HLT33015 - Certificate III in Allied Health Assistance	3,720	4,145	5,345	6,785
HLT43015 - Certificate IV in Allied Health Assistance	4,945	5,800	6,940	9,205

Source: NCVER VOCSTATS [Accessed 10 March 2023]

Skills training priorities

The Allied Health Assistance Training Package products were recently updated to reflect key industry developments regarding implementing technology; recognising and responding appropriately to abuse; and providing person-centred customer service. These are skills that workers within the sector need now and will need in the future. The update involved reviewing training and updating four qualifications (with one deleted in response to industry feedback), seven skill sets and 31 Units of Competency.

A specialist subject matter expert group was convened in partnership with Allied Health Professions Australia (AHPA) to bring together allied health professionals from across the sector to assist in the review.

No immediate update recommendations have been made by industry regarding the qualifications tabled below. While the qualifications currently include superseded Units of Competency as a result of updates applied in other Training Packages, there have been no significant changes reported regarding regulation updates or skills needs to affect the suitability of the training for industry.

Qualification	Priority
CHC43415 Certificate IV in Leisure and Health	Low
CHC53415 Diploma of Leisure and Health	Low
HLT33115 Certificate III in Health Services Assistance	Low

4.3 Community services

Workforce profile and issues

The community services sector is extensive, diverse and complex, as its scope regularly overlaps with other sectors such as aged care, disability support, health and education. A common thread, however which connects the range of services delivered across the sector is in relation to maximising community wellbeing. It is described by the Productivity Commission as '*…support and assistance to individuals, families and groups to maximise their potential and enhance community wellbeing'*.[39] The community services **workforce reflects the sizeable nature, diversity and complexity of the sector, representing hundreds of different job roles and functions which are multi-levelled as well as requiring multiple skill areas**. An understanding of the interrelationship of workers, services, community organisations and groups is essential. For example, service deliverers include government (Commonwealth, state/territory and local); not-for-profits – mostly community-based organisations; and non-government (i.e. for-profit) entities and service delivery often overlaps to reflect an individual's needs.

Community support services are diverse and range from care and information activities to referrals and interventions with respect to working with families, children and vulnerable members of the community. It is difficult to group and define the community services workforce due to the intricacies outlined earlier (e.g. job title variances and overlapping services).

Community services
The work can involve providing care and information to members of the community which address issues, needs and problems associated with recreational, health, housing, employment and other welfare matters.
Job role/s
- Assistant Community Worker - Community Development Officer - Community Support Worker - Community Worker (ANZSCO 411711) - Neighbourhood Centre Worker - Outreach Officer - Recreational Activities Officer - Support Worker (Community Services) - Welfare Support Worker (ANZSCO 4117)

Some high-level job titles based on ANZSCO codes however estimate that within the 75,600 welfare support worker workforce, **24,400 are community workers** (see Figure 8). The majority (80%) are female and the average age of workers is 45 years. Approximately 61% of workers are employed full time. In addition to health care and social assistance, community workers can be employed across other industries such as public administration and safety, education and training, and sport and community recreation. Welfare workers and recreational officers have similar work profiles (i.e. the majority are female and the average working age is over 40 years). Formal qualifications in community services, individual support, social work and other related fields are required to work in the roles.

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[39] Australian Government Productivity Commission (2023) Report on Government Services 2023 F Community services [Viewed 7 March 2023]

Figure 8: Employment Outlook for selected 4-digit ANZSCO - Community Services
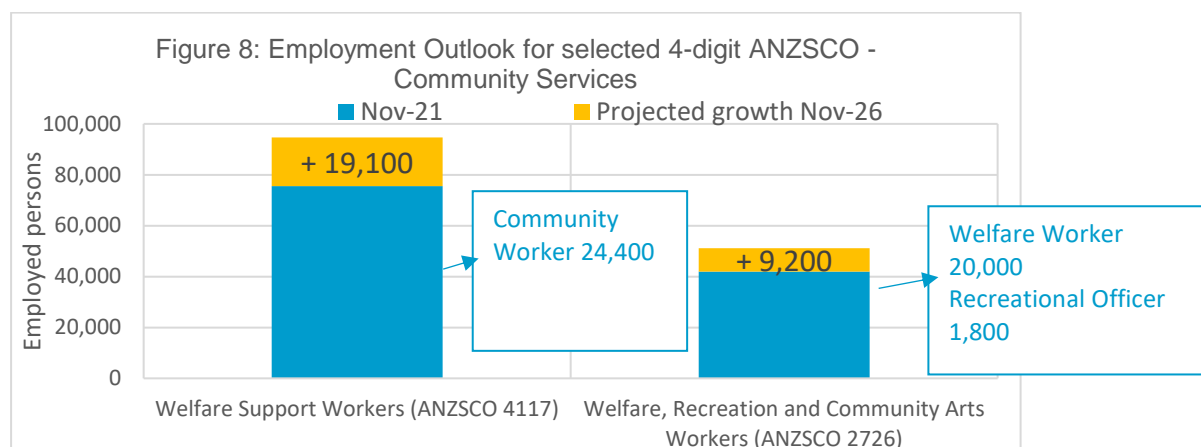
Source: Jobs and Skills Australia. Occupation-level 4-digit data.

Community work in some instances is also delivered using recreation as the medium. It may be in the form of sport, non-competitive games, arts and crafts and general recreation activities (movies, bowling etc). Some of these workers may be represented in the chart as recreational officers, and others instead may be captured and measured within specific community recreation roles (which is covered in more detail in Section 5.0 Sport and Recreation).

Some of the major issues and developments impacting demand and supply of the community services workforce are:

- Despite the strong growth forecasts, the sector is experiencing high levels of labour shortages. Recruitment and retention difficulties are being noted across the country, with key triggers affecting labour supply being:[40]
  - **Low pay** (the sector remains less attractive as an employer of choice compared to other health and human services areas)
  - **Insecure employment** (i.e. short-term contracts reflecting short-term government funded contracts for service delivery)
  - **Lack of education and training pathways** (i.e. clear pathways for school leavers to enter the sector or current workers to upskill/reskill and career progress across the sector)
  - **Inadequate and unstable government funding** for contracts (some contract funding has been identified as too low to attract or retain skilled staff e.g. NDIS support work can be under priced and at times, not meet minimum Award conditions).

The labour shortages crisis is exacerbated in regional and rural communities. Despite a short-felt trend during the COVID-19 pandemic of small population shifts from metropolitan areas to regional communities to avoid lockdowns and other pandemic-driven restrictions, supply shortages continue to impact service delivery. Cuts in migration have had noticeable and detrimental impacts on the supply of workers in community services (as well as the wider healthcare industry).[41] Employers are indicating that a lack of applicants can often mean they employ unskilled workers.[42]

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[40] Victorian Council of Social Service (VCOSS) Submission to the Senate Select Committee on the Future of Work and Workers. Supporting Australia's future community services workforce. (February 2018)
[41] National Skills Commission (NSC) State of Australia's Skills 2021: now and into the future [Viewed 20 March 2023]
[42] Australian Chamber of Commerce and Industry (ACCI) Overcoming Australia's Labour and Skills Shortages March 2022 [Viewed 20 March 2023]

Workforce development opportunities and issues

Workforce supply and skills shortages are by far the most pressing issues facing the community services sector, especially in regional areas. The sector, therefore, needs support in increasing the pipeline of workers and attracting workers. Methods put forward which need to be further explored include:

- **Establish clear entry-level pathways** into the sector, as well as career pathways showcasing career progression and/or transition opportunities. Training (VET and university) needs to be aligned with the pathways to enable upskilling and/or reskilling options which support workers to meet their employment goals.
- For the current workforce, including independent contractors, **establish networking opportunities** and professional development training so workers do not feel isolated in their roles, nor siloed in service delivery.

Skills training priorities

Whilst the nationally accredited qualifications play an essential role in skilling the workforce, other options have been voiced by industry in various platforms, as priorities for meeting the immediate skills training needs of the workforce. These include:[43]

- '**micro-competencies**' – Develop short training courses/modules focussed on key skills rather than rely solely on a qualification which can be lengthy and costly to gain. Those skills gaps identified in previous years include cultural and engagement skills with Aboriginal and Torres Strait Islander communities, as well as culturally and linguistically diverse (CALD) communities.[44]
- **Supporting work placements** – There are real difficulties across the sector in obtaining student placements within community organisations. The time and cost implications for offering placements in their workplace can be significant and more needs to be done to encourage organisations to participate and support work placements training.
- **Establishing education and training scholarships** for regional areas to encourage training up-take and establish future supplies of workers.

The former Community Sector & Development IRC proposed in the 2019 Industry Skills Forecast that Community Services qualification and associated skills sets and Units of Competency be reviewed and updated in 2020-21 to ensure they met current skills requirements of industry. The update was delayed due to COVID-19. Whilst the qualifications currently include a number of superseded units from the FSK, BSB and CHC Training Packages, there have been no significant changes in skills or regulations that mean the qualifications are no longer meeting the skills needs of the sector. It is noted that significant updates were recently conducted on the *Certificate IV in Community Services* and *Diploma of Community Services* to support the sector's skills training needs.

Qualification	Priority
CHC22015 Certificate II in Community Services	Low
CHC32015 Certificate III in Community Services	Low
CHC62015 Advanced Diploma of Community Sector Management	Low
CHC82015 Graduate Certificate in Client Assessment and Case Management	Low

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[43] Victorian Council of Social Service (VCOSS) Submission to the Senate Select Committee on the Future of Work and Workers. Supporting Australia's future community services workforce. (February 2018)

[44] SkillsIQ. *2019 Community Sector and Development Industry Reference Committee Industry Skills Forecast*

Community services in-detail

To better understand **workforce and training challenges across community services**, including identifying nuances that are relevant for in-future workforce planning, a deeper dive into the various sub-sectors of community services has been conducted. For the purposes of establishing a clear scope for workforce planning, the community services workforce has been assessed across eight sub-sectors as outlined in Diagram 1.

Diagram 1: Community services and sub-sectors.

Celebrancy and Pastoral Care

Workforce profile and issues

Celebrants are involved in providing a range of ceremonies and celebrations related to love, life or loss. The *Certificate IV in Celebrancy* is the primary qualification for skilling the workforce to conduct marriages and, once completed, individuals can then register as a marriage celebrant via the Attorney-General's Department. Celebrants usually operate as sole traders and the latest data shows that there are 9,000 Commonwealth-registered marriage celebrants in Australia.[45][46] Workers are highly skilled, with effective communication being a key skills requirement. They hold important responsibilities regarding following legislative rules as set out in the Marriage Act 1961 and Marriage Regulations 2017.

Celebrancy
Workers provide a range of ceremonies, celebrations, and related services for major life events or is of passage, from birth to death – generally grouped as those related to love, life or loss.
Job role/s
· Celebrant · Civil Celebrant (AZSCO 451811)

The workforce profile indicates that a high proportion (78%) are female and only 20% are in full-time employment. The average age of a worker is 59 years. Over the years there has been an increase in demand for ceremony services by celebrants, and the diversity of services being conducted, such as naming and birth ceremonies and end-of-life services has also been increasing. Although the number of marriages is projected to decline over the next five years, demand for industry civil marriage celebrants is anticipated to increase. This trend is due to the ongoing preference for secular marriages rather than those performed by ministers of religion, and the passing of legislation recognising same-sex marriages.[47]

The chaplaincy and pastoral care workforce is involved in providing ongoing ethical, moral and spiritual support to clients using a person-centred approach. School chaplaincy is one area of employment and both Commonwealth and State and Territory Governments have established a range of funded programs to offer chaplaincy services to school students. The former National School Chaplaincy Program 2020-2022 has recently been replaced by the [National Student Wellbeing Program (NSWP)](#), a Commonwealth funded program involving the distribution of $61.4 million per year to states and territories for administering the Program. The Program involves student and wellbeing offices and chaplains to work in collaboration with schools to support student wellbeing through providing pastoral care and organising volunteer activities, excursions, workshops, breakfast clubs etc.

Chaplaincy & Pastoral Care
Workers provide a level of care and support to individuals to ensure their physical and emotional welfare.
Job role/s
· Pastoral Care Worker · School Chaplain · Religious Assistant (ANZSCO 451816) · Ministers of Religion (ANZSCO 2722)

There are a range of ongoing professional development requirements for government-funded school chaplain roles, including eSafety training webinars which are in response to, and for the prevention of cyberbullying which is an increasing issue across the school community. Workers are highly skilled and often are involved in providing information and advice to vulnerable members of the community, children, to help them make decisions.

National occupational data shows that there were 21,200 employed Chaplains (labelled as Ministers of Religion in ANZSCO categorisations), with females representing 29% of workers

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[45] Australian Government Attorney-General's Department. [Become a marriage celebrant](#) [Viewed 13 March 2023]

[46] The data reported by the Attorney-General's Department varies significantly to the civil celebrant occupational data (ANZSCO 451811) which estimates there are 1,000 employed across Australia.

[47] IBISWorld Industry Reports (ANZSIC) Report *S9539 Babysitting and Other Personal Services in Australia* (March 2022)

and full-time employment 64%. Religious assistants on the other hand represented only 2,100 employed workers, with a high proportion (69%) being female, and only 36% in full-time employment. The average age of workers in both roles is 49 years.

Workforce development opportunities and issues

Celebrancy has been specifically impacted by legislative changes with the update of the Marriage Act 1961 to allow for marriage equality. Pastoral care has experienced remodelling of scope of services as terminology has shifted to focus on 'wellbeing' (especially in context to school environments) and support services expanded to include cyberbullying and social media incidents which are on the rise. Workers delivering pastoral care will also have experienced other trends noted earlier regarding the increase in prevalence of mental health and AOD in the population, therefore the issues experienced by clients will reflect this as well. Multi-disciplinary support needs are rising. Further research needs to be conducted to better understand the implications of these population health and social trends on the workforce and whether any immediate skills gaps are emerging.

Skills training priorities

The former Client Services IRC proposed in the 2019 Industry Skills Forecast that the *Certificate IV in Celebrancy*, and associated Units of Competency be reviewed and updated in 2020-21. The update was delayed due to COVID-19. Since then, the former Client Services IRC have indicated that the Training Package product remains adequate for industry's needs however it should be reviewed in the medium-term and further consultation with industry conducted. Consultations need to confirm whether the overall skill and knowledge training offer is suitable. For example, many of the elective units have been superseded by products recently updated in the CHC Community Services and BSB Business Services Training Packages. In 2021, the qualification registered 2,975 enrolments, representing an increase of just over 900 enrolments since 2018.

The former Community Sector and Development IRC proposed in the 2019 Industry Skills Forecast that the *Certificate IV in in Chaplaincy and Pastoral Care*, and associated Units of Competency be reviewed and updated in 2020-21. The update was also delayed due to COVID-19. It is recommended that further industry consultation be conducted to better understand whether the skills and knowledge training of the qualification is continuing to meet industry needs. In 2021, the qualification registered 525 enrolments across Australia, noting only a small increase of 50 enrolments since 2018.

Qualification	Priority
CHC41015 Certificate IV in Celebrancy	Low
CHC42315 Certificate IV in Chaplaincy and Pastoral Care	Low

Counselling

Workforce profile and issues

Counselling is defined as '*a type of therapy that enables participants to address their troubles, concerns, and all complicated insecurities they have in a protected, non-judgmental setting.*'[48] Counsellors work with all members of the community (i.e. adults, youth, children, couples, and families) providing information, support and advice to address issues raised and experienced. Counselling services can be free (funded by federal and state governments) or incur costs if accessed through private operators. Three segments for the sector and respective job roles are tabled below.

Counselling	**Financial Counselling**	**Relationship Counselling**
Workers are involved in providing information and assisting their clients to address their issues or concerns in a safe and protected setting.	Workers are involved in providing information, support and advocacy to people experiencing financial difficulty. This includes struggles to purchase food, pay rent/mortgage and debts.	Workers can provide family and/or couples relationship counselling and be involved in pre-or-post separation and divorce. They will work in highly specialised contexts.
Job role/s	Job role/s	Job role/s
· Careers Counsellor (ANZSCO 272111) · Counsellor (ANZSCO 2721) · Drug and Alcohol Counsellor (ANZSCO 272112) · Rehabilitation Counsellor (ANZSCO 272114) · Student Counsellor (ANZSCO 272115)	· Family Support Worker (ANZSCO 411713) · Financial Counsellor · Rural Financial Counsellor	· Family And Marriage Counsellor (ANZSCO 272113) · Relationship Counsellor

Financial counsellors support individuals experiencing financial difficulty[49] and examples of financial difficulty include struggling to purchase food, struggling to pay rent/mortgage and managing numerous debts. Financial counselling is a free and impartial service, funded by both the federal and state governments. Relationship counselling focuses on assisting individuals, couples and families with difficulties related to marriage and relationships. Counselling overall is considered work involving highly specialist skills and often dealing with stressful and sensitive topic areas for clients.

The most recent data showed that there are approximately 37,500 employed counsellors across the country (see Figure 9) and strong growth is forecast over the next five years (increase by 14.2%). The profile of counsellors is described as mainly female (representing 77% of workers) and 45 years old (average worker age). A majority of workers (72.8%) have a Bachelor degree or higher level qualification in counselling, psychology, social work or another related field. Whilst not all the occupations listed in Figure 9 are relevant to this section, the growth trends and characteristics are applicable to the workforce in scope.

Workforce shortages are being experienced in the sector, with approximately 546 vacancies (February 2023) reported as going unfilled nationally. This figure peaked in October 2022 at 563 vacancies (see Figure 10).[50]

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[48] Australia Counselling. What is Counselling? [Viewed 13 March 2023]
[49] Financial Counselling Australia. Financial Counselling In a Nut$hell [Viewed 13 March 2023]
[50] Jobs and Skills Australia. Internet Vacancy Index (February 2023)
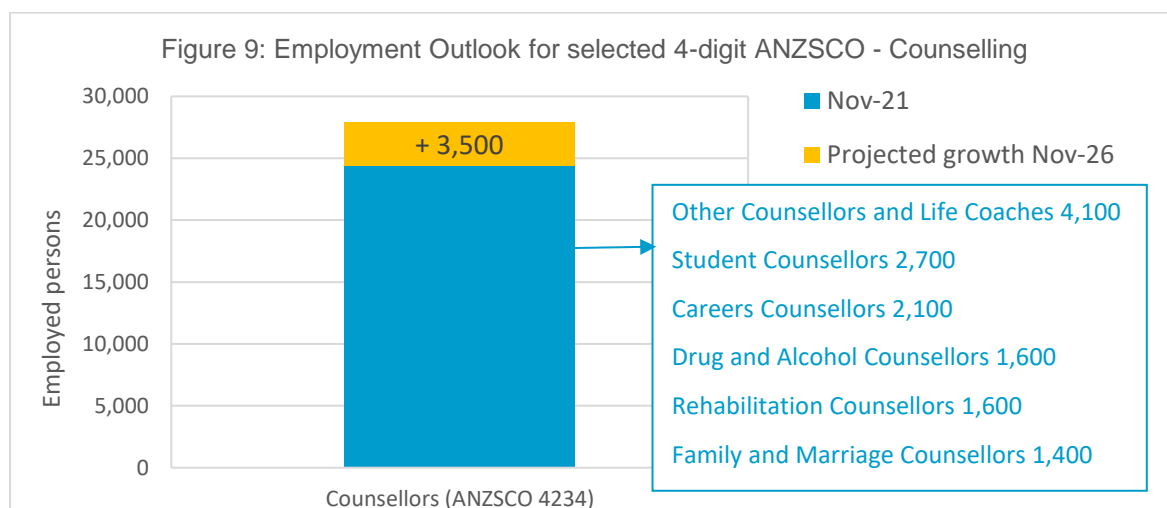
Figure 9: Employment Outlook for selected 4-digit ANZSCO - Counselling

+ 3,500

Nov-21

Projected growth Nov-26

Other Counsellors and Life Coaches 4,100

Student Counsellors 2,700

Careers Counsellors 2,100

Drug and Alcohol Counsellors 1,600

Rehabilitation Counsellors 1,600

Family and Marriage Counsellors 1,400

Counsellors (ANZSCO 4234)

Source: Jobs and Skills Australia. Occupation-level 4-digit data.

Figure 10: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23

Counsellors

546
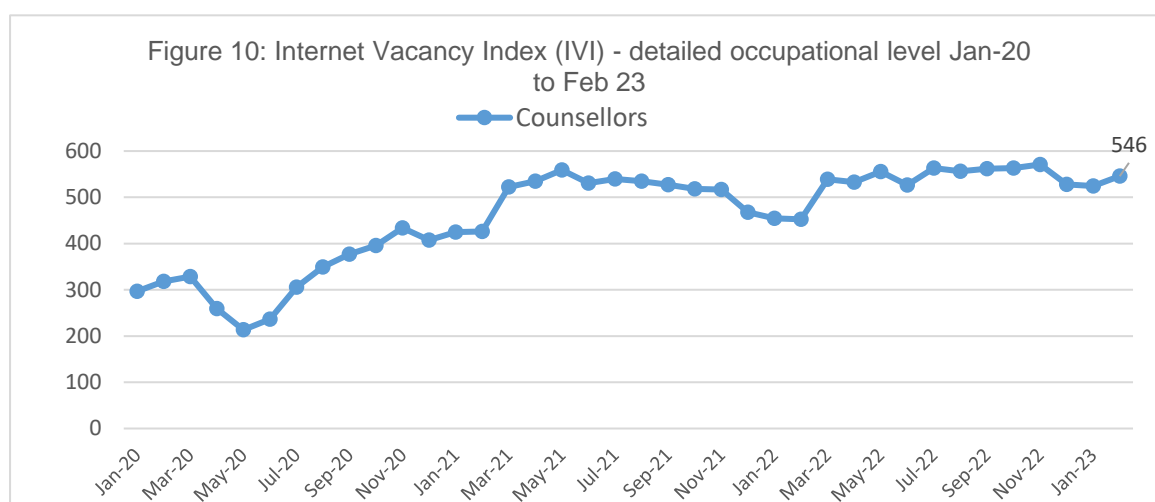
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

The main and most recent issues impacting workforce demand and supply are:

- **Online video counselling (OVC)** is now part of the service delivery model of organisations for supporting a range of clients. COVID-19 fast-tracked the adoption of online counselling across the sector and while face-to-face services have resumed, OVC continues to be a popular method for supporting individuals. It is especially important for regional and rural communities where face-to-face meetings were difficult to arrange due to staff shortages, distances and timings. Basic digital skills are now essential in job roles.

- **Skills gaps** have been identified across the workforce in areas of low language, literacy and numeracy (LLN), digital / technology and social media skills.[51] Strong foundations in these skills areas are important for workers to have in order to:
  - allow for the development of technical skills
  - adequately support their customer base
  - ensure staff can write accurate case notes and other client-related documents, which will minimise potential ramifications if not accurately written e.g. poor client care.

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[51] SkillsIQ. 2019 Client Services Industry Reference Committee Industry Skills Forecast.

- The workforce is involved in providing at times sensitive and delicate advice and information to vulnerable members of the community seeking specialist support on financial, household, relationship or wider family matters. **Staff wellbeing is a significant issue for the workforce** and so mitigating these with suitable mental health and workplace health and safety policies and procedures can support organisations to enhance staff welfare, reduce staff absences, turnover and compensation claims.

- Trends in terms of increasing interest rates, the rising cost of living, housing shortages and affordability issues are forecast to add significant levels of financial burden and stress to households. As the community adapts to the changing economic environment, the workforce delivering counselling services will most certainly experience an increase in demand for its essential services and support. Over 500 job vacancies went unfilled in February 2023 (see Figure 12) with particular shortages noted in Victoria, as reported in the Government's Skills Priority List (2022).

Workforce development opportunities and issues

The workforce is navigating service delivery across multi-modal platforms (i.e. online and face-to-face), multiple sectors and with clients representing a broad range of backgrounds and situations. As economic conditions worsen and more hardships are noted across the community, demand for services will rise, and consequently the need for more workers. This will put further pressure on employers to access skilled workers and ensure quality and quantity of service delivery is not compromised.

Skills training priorities

The former Client Services IRC proposed in the 2019 Industry Skills Forecast that the Counselling qualification and associated skills sets and Units of Competency be reviewed and updated in 2020-21 to ensure they met current skills requirements of industry. The update was delayed due to COVID-19. At this stage further consultation with industry is recommended to better understand if any recent industry and regulative changes have meant that the nationally accredited qualifications are no longer fit-for-purpose and meeting industry's skills needs.

Qualification	Priority
CHC51015 Diploma of Counselling	Low
CHC81015 Graduate Diploma of Relationship Counselling	Low

Employment Services & Career Development

Workforce profile and issues

The workforce represents an array of job roles and activities with the primary focus on providing relevant information and advice regarding employment and career development and supporting individual's to make good decisions regarding future work. Workers play a pivotal role in delivering labour market policies and programs for government. These aim to maximise employment outcomes to support the economic and social wellbeing of individuals. Employment can play a significant role in changing the lives of individuals, and support addressing a range of community issues including inclusion, equity, underutilised capacity and reducing joblessness.

Within the employment services area, service providers can represent individual contractors of the federal government, individual federal government departments managing specific employment service programs (i.e. Workforce Australia, Disability Employment Services, Community Development Program (CDP) and other complementary programs such as Transition to Work, ParentsNext, Youth Jobs PaTH, Time to Work, the New Enterprise Incentive Scheme (NEIS), and others.

The job titles vary considerably across the sector, and across service providers. Workers can be involved in working within a diverse range of areas and disciplines in both the public and private sectors, including education and training, vocational rehabilitation, elite athlete programs, hospitals and prisons. **The workforce often deals with individuals experiencing disadvantage in the labour market due to various factors, including disability, mental health issues, age, ethnicity and language.** Addressing these barriers can include discussing homelessness, family violence, literacy, motivation and confidence, and numerous other non-vocational support issues. As a result, frontline workers require excellent communication skills, as well as time management skills and an awareness of the policy landscape, to effectively provide opportunities for clients on a case-by-case basis.

Employment services Workers are involved in helping individuals find and keep a job, change jobs, or create their own employment.	**Career development** The work involves providing services which are focused on supporting people to understand their skills and preferences and develop them so they are equipped to make decisions about work.
Job role/s	Job role/s
- Careers Counsellor (ANZSCO 272111) - Employment Consultant - Employment Support Worker - Job Placement Officer	- Career Adviser - Career Coach - Careers Counsellor (ANZSCO 272111) - Careers Counsellor First Nations - Career Development Practitioner - Career Educator - Career Information Officer - Career Information Specialist - Career Management Consultant - Disability-Specific Career Counsellor - Employment Support Worker - Guidance Officer / Counsellor - Indigenous Careers Counsellor - Job Placement Officer - Rehabilitation Counsellor

The latest national occupational-level data shows that there are 2,100 career counsellors employed across Australia. Three-quarters are female and the average age of a worker is 44 years. Sixty percent of workers are full-time.

The sector has been undergoing significant changes in recent years including:
- **Shifts in delivery models**, with significant reductions in funding of face-to-face servicing[52]
- **Expiry of JobActive in 2022** (an independent Expert Advisory Panel found that the employment services system was not meeting the needs of job seekers and employers)[53]
- The establishment by the Department of Employment and Workplace Relations of [Workforce Australia](#) (July 2022), including Workforce Australia Online.
- **The gig/platform economy** - Growth in access to online platforms which publicise a range of employment opportunities including ad-hoc task-based activities (e.g. Airtasker), casual, part-time and full-time roles for independent contractors, or employer-based. Individuals are increasingly seeking employment via independent sources which provide flexible opportunities to participate in the workforce successfully.

Workforce development opportunities and issues

The employment services landscape has evolved significantly reflecting a post-COVID-19 operating environment, as well as a firm gig/platform economy. As a result, the job roles and responsibilities for delivering employment and career development services have changed. The workforce is now operating in very different conditions compared to 5 years ago and so an in-depth mapping of the service delivery landscape, including job roles and pathways, should be conducted to better understand the new and emerging workforce requirements. This includes training pathways.

In October 2023, a new version of the Australian Blueprint for Career Development was released, reflecting an updated framework for the workforce to apply when supporting individuals:

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[52] Parliament of Australia. [Reforming employment services](#) [Viewed 10 March 2023]
[53] Parliament of Australia. [Reforming employment services](#) [Viewed 10 March 2023]

Career management competency	Career Phases				
	Awareness	Exploring	Starting out	Groundwork	Advancing
Learning Area A: Personal management					
1 **Build and maintain a positive self-concept**	Build a positive self-concept	Build a positive self-concept while discovering its influence on yourself and others	Build a positive self-concept and understand its influence on your life, learning and work	Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals	Maintain a positive self-concept and understand its influence on career decisions
2 **Interact positively and effectively with others**	Develop awareness of what contributes to positive and effective relationships	Develop abilities for building positive and effective relationships in life	Learn to apply abilities for building positive and effective relationships with others	Apply abilities for building positive and effective relationships in life and work	Monitor how you apply your abilities for building positive and effective relationships in life and work
3 **Change and grow throughout life**	Observe family and community members and their roles and responsibilities	Discover that change and growth are part of life	Learn to identify, monitor, and respond to change and growth	Understand how change and growth can impact relationships in life and work	Develop strategies for responding positively to life and work changes
4 **Manage wellbeing, mental and physical health**	Develop awareness of a range of feelings and how they can be expressed	Develop awareness of a range of feelings, the ability to describe feelings, and who your support people are	Develop strategies for responding to circumstances that may impact wellbeing, mental or physical health	Develop ability to apply strategies that promote wellbeing, mental and physical health in daily life and to support others	Incorporate strategies that promote wellbeing, mental and physical health in life, learning, and work settings
Learning Area B: Learning and work exploration					
5 **Participate in lifelong learning supportive of career goals**	Develop an interest in learning	Discover the importance of learning and its contribution to life and work	Link learning to personal career aspirations and understand the need to continue to learn throughout your career	Understand the importance of lifelong learning to the career-building process	Participate in continuous learning supportive of career goals
6 **Locate and use career information effectively**	Develop awareness of learning through reading hardcopy and online materials	Understand what career information is	Understand how to locate and use career information	Locate and evaluate a range of career information sources relevant to career aspirations	Use career information effectively in the management of your career
7 **Understand the relationship between work, society and the economy**	Recognise that people work in paid and unpaid roles	Discover how work contributes to individuals' lives	Understand how work contributes to the community	Understand how societal needs and economic conditions influence the nature and structure of work	Incorporate your understanding of changing economic, social and employment conditions into your career planning
8 **Understand the changing nature of life and work roles**	Imagine life as an adult	Learn to recognise gendered life and work roles and to question their appropriateness	Explore non-traditional life and work options and learn to challenge stereotypical thinking	Examine factors that influence and explore strategies that respond to gender bias and stereotypical thinking	Seek to eliminate gender bias and stereotypical thinking in your life and work
Learning Area C: Career building					

Source: Australia Government. Your Career. Australian Blueprint for Career Development.

The sector is experiencing specific shortages of workers in the following fields:
- Indigenous Careers Counsellors for Indigenous communities
- Support workers for the NDIS with careers knowledge and training for career planning to support individuals with disability
- School-based career practitioners.

Overall, the sector has noted an increase in the number of support service staff in schools seeking to do a career development qualification. The graduate certificate is the preferred qualification to study, however issues have been raised in regard to whether this qualification is too advanced for support staff, such as learning support officers and administration and student engagement workers, to complete. There is a growing need for staff in schools to have some competencies to support students with career planning and development, therefore a Certificate-level qualification is recommended, as well as recognition of new skills through salary classifications.

Skills training priorities
In line with the workforce development opportunity outlined above regarding conducting a national mapping exercise of job roles, employment and training pathways, industry has recommended that the *Certificate IV in Employment Services* and the *Graduate Certificate in Career Development Practice* be reviewed and updated. Their review is warranted to reflect the changes in the labour market and the new employment services environment which include:
- **Delivering employment services** (including information and advice) across a landscape which includes a popular gig/platform economy
- **Advancement of technology and online platforms** for advertising and hiring workers
- **Increasingly working with a diversity of individuals** that are experiencing mental health issues (i.e. anxiety, depression), chronic health issues and inability to engage in employment

- **Ensuring cultural skills and knowledge competencies** of the workforce as they engage with individuals who are Aboriginal and Torres Strait Islander or Culturally and Linguistically Diverse (CALD).

Issues raised by stakeholders regarding the training package products include:
- There are too many core units in the Certificate IV
- There are no pathways from the Certificate IV to the Post Graduate course and therefore Diploma or Advance Diploma level qualifications should be considered
- Skills and knowledge competencies covered in the *Certificate IV in Career Development* are too advanced and better suited for Diploma-level studies.

The former Client Services IRC proposed in the 2019 Industry Skills Forecast, that the employment services and career development Training Package products, and associated skills sets and Units of Competency, be reviewed and updated in 2020-21. This was to ensure that they met current skills requirements of industry. The update was delayed due to COVID-19. Since this recommendation was made in 2019, a number of units in the BSB Business Services Training Package included in the qualifications have been reviewed and superseded. Therefore, this means that these qualifications need to be reviewed and updated urgently to incorporate these updates. This will alleviate the issues that industry is facing in finding RTOs that are able to deliver the superseded units. The superseded units, in many cases, represent core units.

Qualification	Priority
CHC41215 Certificate IV in Career Development	High
CHC41115 Certificate IV in Employment Services	High
CHC81315 Graduate Certificate in Career Development Practice	High

Family and Relationship Services

Workforce profile and issues

Traditionally, the Family Services sub-sector in context to the wider Community Services sector has represented those services regarding **Family Dispute Resolution (FDR).** That is, under the *Family Law Act 1975*, FDR is defined as a process (other than a judicial process) in which an FDR practitioner, as an independent party, helps people affected, or likely to be affected, by separation or divorce to resolve some or all of their disputes with each other.[54] FDR practitioners provide structured and objective mediation services that allow individuals to safely negotiate agreements between separating parties across family/parenting, property and finance areas. FDR services may be government funded or offered through private practitioners.

Registration data collected by the Attorney-General's Department shows that there are just over **2,000 FDR practitioners**.[55] Many will be practising as a sole trader rather than being employed through an entity.

Family Dispute Resolution
A worker is involved in helping people affected, or likely to be affected, by separation or divorce to resolve some or all of their disputes with each other.
Job role/s
- Family Dispute Practitioners - Family and Marriage Counsellor (ANZSCO 272113) - Family Support Workers (ANZSCO 411713)

The skills and knowledge needs are specific and they require a prerequisite qualification or evidence of experience in an area such as law, social work, psychology or dispute resolution. They also must then be **accredited with the Commonwealth Attorney-General's Department in order to be classified as a FDRP (FDR practitioner)**. To be accredited a person must meet the accreditation standards in the *Family Law (Family Dispute Resolution Practitioners) Regulations 2008*.[56]

A fundamental aspect of the job role is to stay abreast of regulations and legislation regarding Family Law. The Attorney-General's Department provides a range of publications to support FDR practitioners and it is the responsibility of practitioners to maintain their details on the Department's FDR Register current.

Workforce development opportunities and issues

The Family Law and Family Courts landscape has experienced significant changes in recent years and, as a result, the operating and legislative environment which FDR Practitioners operate has also changed.

The more recent issue impacting the workforce is the **current legislative reforms** underway. The Family Law Act and family courts system has been of focus for reform over the last five years, with the Turnbull Government announcing in 2017 a comprehensive review of the Family Law System[57] and the appointment of a Joint Select Committee on Australia's Family Law System in 2019.[58] The Albanese government recently announced plans to reform the Family Law Act and address significant issues in the sector regarding lengthy court delays, costly legal processes, inadequate service support and risk of family violence. A **draft Family Law Amendment Bill 2023** was published for consultation during January and February 2023, seeking feedback from stakeholders on the draft, as well as implementation. The draft legislation outlines changes across a range of sections of family law, including introducing Independent Children's Lawyers (ICLs) to work directly with children, provide courts with

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[54] *Family Law Act 1975* (Cth), s. 10F
[55] 2022 Client Services Industry Reference Committee Industry Summary.
[56] Australian Government (2017) Attorney-General's Department, Fact sheet: Accreditation as a family dispute resolution practitioner
[57] Parliament of Australia. Reform of family law [Viewed 21 March 2023]
[58] Parliament of Australia. Joint Select Committee on Australia's Family Law System[Viewed 21 March 2023]

increased powers and simplify compliance and enforcement provisions for child-related orders.

The workforce involved in family law cases will need to monitor the outcomes of the reforms as it will impact job roles functions and responsibilities and legislative requirements. In addition to upcoming legislative reforms, the Federal Parliament in 2021 established the Federal Circuit and Family Court of Australia (FCFC). It was formed through the merging of the Family Court of Australia and the Federal Circuit Court of Australia to represent one administrative structure.[59] This change has meant that a new process has been established for FDRP's to issue certificate of dispute resolution.

FDRP's are Mandatory Reporters of child abuse. The mandatory reporting to authorities of suspected child abuse and neglect is legislated by individual states and territories. In New South Wales, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 ('the Care Act') and it is noted that there are differences in the legislation between the various states and territories regarding reporting requirements.[60] The recent legislative changes specifying mandatory reporting requirements are applicable to FDRPs and therefore an area in which workers need to be knowledgeable of.

Skills training priorities

The *Graduate Diploma of Family Dispute Resolution* is the nationally-recognised training competency which individuals require in order to register as an FDRP with the Attorney-General's Department. The core units are compulsory competencies which form the accreditation requirements to be a practitioner. Industry has raised issues with the current qualification, specifically:

- The need to update skills and knowledge competencies to reflect the Family Law and Family Courts changes implemented
- Better recognition that the qualification will be completed by individuals who will mostly practice as a sole trader, therefore there is a need to offer electives in business development and practice management to reflect the workforce needs
- FDRPs provide specialised mediation/dispute resolution to client groups with significant complexities, including family violence, financial hardship, mental health and substance abuse issues. They therefore need significant knowledge and skills in these areas which the current nationally accredited qualification does not adequately provide.

The former Client Services IRC proposed in the 2019 Industry Skills Forecast that the Graduate Diploma and associated skills sets and Units of Competency be reviewed and updated in 2020-21 to ensure they met current skills requirements of industry. The update was delayed due to COVID-19. Seeing the government has yet to introduce and pass the Family Law Amendment Bill 2023**,** future reviews of the qualification should be conducted once all proposed legislative changes have been established.

Qualification	Priority
CHC81115 Graduate Diploma of Family Dispute Resolution	Medium

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[59] Attorney-General's Department. Structural reform of the federal courts [Viewed 23 March 2023]

[60] Australian Government Australian Institute of Family Studies. Child Family Community Australia (June 2020) Mandatory reporting of child abuse and neglect [Available at: https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect] [Accessed 31 May 2022]

Housing

Workforce profile and issues

Social and public housing programs across Australia provide rental housing at below-market rates to low-income Australians who cannot afford housing on their own. All states and territories offer some form of public housing and, in most jurisdictions, there are specialist staff who run the public housing program. The significance of social housing to vulnerable members of the community is invaluable as it can play a major role in reducing homelessness and other relevant issues such as family violence and alcohol and drug abuse.

Social and affordable housing is a priority for the federal, state and territory governments. Current reforms conducted by the Australian Government, in terms of the National Affordable Housing Agreement (NAHA) and the funding of a new National Housing and Homelessness Agreement (NHHA), have established the critical importance of supporting the supply of new social housing and addressing the issue of homelessness. Under the NHHA, $1.6 billion is allocated to states and territories.[61] The NAHA is underpinned by a National Partnership Agreement covering three key areas: social housing, homelessness and Indigenous Australians living in remote areas.

There are approximately 24,400 employed community workers across Australia, with many taking on specialisations in community development, community support or housing**.** The majority of workers (80%) are female and full-time employment represents 61% of the workforce.[62]

Housing
The workforce is involved in operating and managing various social housing programs including assessing applications, planning allocations, maintaining facilities and engaging, on a daily basis, with tenants.
Job role/s
· Aboriginal Housing Worker · Aboriginal Neighbourhood House Coordinator · Accommodation Support Worker · Community Development Worker (Social Housing) · Community Program Coordinator · Community Services Officer · Community Worker (ANZSCO 411711) · Housing Officer · Housing Manager/Housing Services Manager · Support Facilitator (Community Services) · Tenancy Officer · Welfare Support Worker (ANZSCO 4117)

The skills and knowledge required for job roles in social housing are often diverse. They can range from technical and office-based skills for roles in administration, technology and project management, through to behavioural and engagement skills for roles in areas relating to customer service, communication and the support of vulnerable individuals. Cultural competencies are also essential when supporting culturally and linguistically diverse (CALD) communities and Aboriginal and Torres Strait Islander people.

The main and most recent developments impacting workforce demand and supply are:

- **Housing affordability** - This is a major driver for social housing demand and, consequently, demand for workers to deliver and support housing programs. As at 30 June 2021, there were 163,500 households waiting for public housing, and social housing stock represented 440,200 dwellings.[63] Shortages are particularly problematic in metropolitan areas compared to the regions where high population densities are driving demand.

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[61] Australian Government Department of Social Services. Housing Support [Viewed 8 March 2023]

[62] Australian Government Jobs and Skills Australia. Labour Market Portal. Occupational-level data Community Workers (ANZSCO ID 411711) [Viewed 8 March 2023]

[63] Australian Institute of Health and Welfare (June 2022) Housing Assistance in Australia [Viewed 8 March 2023]

- [Housing Australia Future Fund](#) – This new Housing Accord was announced by the Commonwealth Government in the last budget (2022-2023) which committed an additional $350 million over 5 years for building 10,000 affordable homes from 2024 onwards, with individual jurisdictions agreeing to contribute funding or in-kind support. The total fund represents $10 billion. The Australian Government announced it will extend the Australian Skills Guarantee (including any sub-targets e.g. women) to include apprentices on Government-funded housing projects.

- Other key Commonwealth initiatives include:
    - National Housing and Homelessness Plan
    - Establishing a National Housing Supply and Affordability Council (with a key role in advising Government on housing policy)
    - Expand the remit of the National Housing Infrastructure Facility (valued at $1 billion)
    - Regional First Home Buyer Guarantee, Help to Buy and Defence Home Ownership Assistance Scheme (home buying schemes to support Australians own homes across the country).

Workforce development opportunities and issues

Demand for social housing is on the rise and so too is a workforce to support and deliver housing programs across Australia. Currently the nationally accredited qualification, *Certificate IV in Social Housing* has less than 400 enrolments registered (2021), therefore it is important to understand what other training and career pathways are available which enable transitioning into social housing areas of work if employers are to be supported with access to workers. There is merit to better understand the range of avenues available for new entrants, as well as existing workers in the community services sector and their skills and knowledge areas to **determine upskilling or reskilling requirements to work in the social housing sector**.

Skills training priorities

The social housing qualification, *CHC42221 Certificate IV in Housing*, was recently updated and the review work also involved adding two skills sets:

- CHCSS00115 Social Housing Skill Set
- CHCSS00116 Work with Clients with Complex Needs Skill Set.

Please refer to the [CHC Community Services Training Package V9.0 Companion Volume Implementation Guide](#) for more information regarding the updates and changes applied.

Mental Health and Alcohol and Other Drugs

Workforce profile and issues – mental health

Defining the mental health workforce is difficult. While some workers may exclusively work in mental health settings, others will instead be based in health, social services and volunteer roles where they are involved in providing support and care to a diverse range of people, including those experiencing mental health illnesses and distress. The Draft National Mental Health Workforce Strategy (published for consultation in 2021) mapped the workforce according to Diagram 1. What is evident is that the workforce will regularly work across settings and with different professionals and so understanding these overlaps and service delivery models is critical to ensuring training and career pathways are accurately defined, facilitating workforce mobility.

Mental Health
The workforce supports people with mental illness in community participation, working to prevent relapses and promote recovery through programs such as residential rehabilitation.
Job role/s
· Mental Health Worker · Peer Support Worker · Peer Mentor · Support Worker · Mental Health Outreach Worker

Diagram 1: Consultation Draft Strategy – Mental health workforce definition
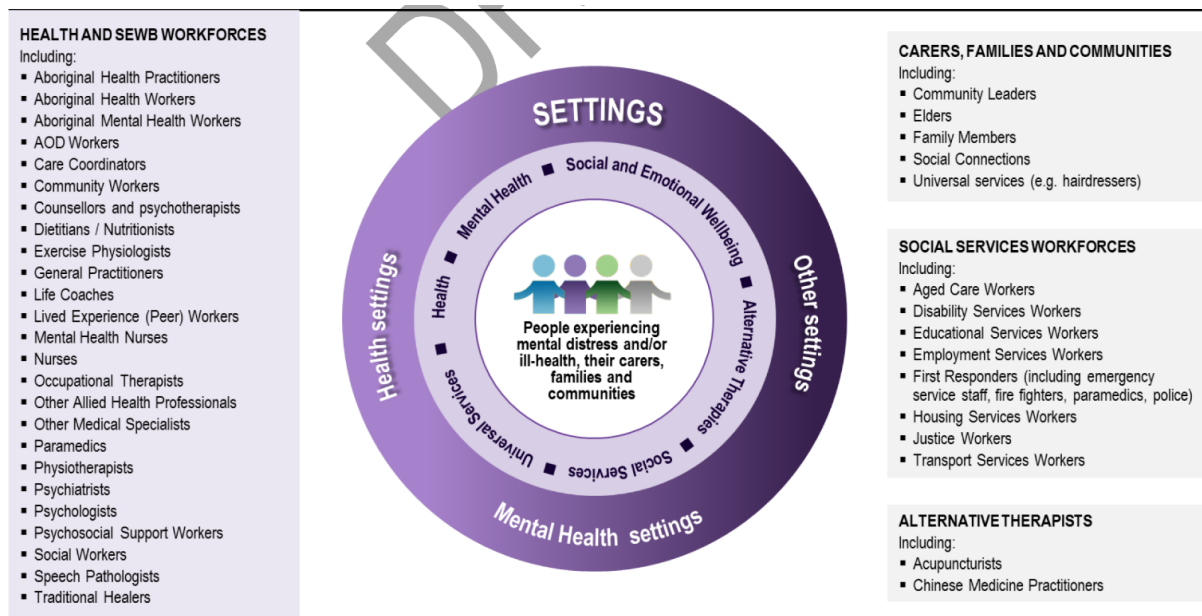
Source: ACIL ALLEN. Draft National Mental Health Workforce Strategy. National Mental Health Workforce Strategy Taskforce

The main challenges and developments impacting workforce demand and supply were succinctly outlined in a literature review conducted by the University of Queensland to support the development of a National Mental Health Workforce Strategy (the Strategy) 2021-2031. These are:[64]

1. Defining the mental health workforce
2. Diverse and changing population
3. Mental health workforce shortages
4. Rural and remote service provision
5. Responsive and flexible.

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[64] The University of Queensland (29 July 2020) National Mental Health Workforce Strategy – A literature review of existing national and jurisdictional workforce strategies relevant to the mental health workforce and recent findings of mental health reviews and inquiries. Institute for Social Science Research [Viewed 8 March 2023]

Other important developments and priorities impacting the workforce include the Federal Government's National Mental Health and Suicide Prevention Plan. In this Plan, the Government has committed an additional $2.3 billion over four years from 2020-21, with $202 million (8.8% of funding) dedicated for workforce and governance, including growing and upskilling the mental health and suicide prevention workforce.

Workforce profile and issues – alcohol and other drugs

Similar to the discussion outlined for the mental health workforce, the alcohol and other drugs (AOD) workforce is also **very difficult to define**. It is generally categorised in two groups:[65] AOD specialist workers; and generalist workers (workers who have contact with individuals with AOD problems through their mainstream role). The service and support delivery landscape is complex and overall a wide range of workers in different fields (e.g. health, education, security) can be involved in supporting individuals with AOD problems in different ways. Examples of workplaces include community-based organisations, withdrawal services, residential rehabilitation services and outreach services.

The difficulties in defining the workforce means that data to understand the workforce size, traits and trends is not available. A study conducted by Flinders University's National Centre for Education and Training on Addiction (NCETA) in 2010 profiled the AOD specialist workforce as:

- A substantial proportion has no formal AOD specific qualifications
- The majority of AOD workers were female
- The majority of AOD workers were over 40 years of age
- A substantial proportion of AOD workers were employed part-time
- A large proportion of AOD workers were employed in the NGO sector.

Alcohol and Other Drugs
Provides services and interventions to clients with alcohol and other drugs issues or implements health promotion and community interventions.
Job role/s
· Drug and Alcohol Worker · Drug and Alcohol Counsellor (ANZSCO 272112) · Community Rehabilitation and Support Worker · Alcohol and Other Drug Specialist Worker

This profile is consistent with the more recent national occupational-level data supplied by JSA which reports on the specific occupation of drug and alcohol counsellor (ANZSCO 272112). Across Australia, there were **1,600 employed drug and alcohol counsellors** across Australia, with 63% being female and the average age of a worker being 45 years. In the reporting for the Counselling sector, forecasts show that an additional 3,500 counsellors will be required by 2026. Drug and alcohol-specific roles will be included in this, therefore demand for the workforce is expected to be strong.

With the lack of reliable workforce data available, access to treatment services is a helpful proxy indicator to measure demand for services and consequently the impact on demand for workers. The most recent data for 2020–21 shows that AOD treatment services provided 243,000 treatment episodes across the country, representing a 2.3% increase from 2019–20.[66] Location of service treatment is fundamental to access and there have been consistent reports regarding lack of services in regional and remote areas. Current vacancy levels for AOD counsellors have been consistently higher over the past 12 months and the shortages are significantly higher in non-metropolitan areas.

[65] Roche, A. M., Pidd, K. (2010). Alcohol & Other Drugs Workforce Development Issues and Imperatives: Setting the Scene. National Centre for Education and Training on Addiction (NCETA), Flinders University, Adelaide.
66 Australian Institute of Health and Welfare (AIHW)(2022) Alcohol, tobacco & other drugs in Australia [Viewed 10 March 2023]

A wide range of professions come into contact with individuals with alcohol and drug problems as part of their work, including specialist and generalist health professionals and other professions such as police, teachers, corrections, welfare, counsellors and youth workers.

The National Alcohol and Other Drug Workforce Development Strategy 2015-2018 is a sub-strategy of the more recent National Drug Strategy 2017-2026 which identifies that 'building the capacity of the workforce to deliver services and respond to emerging issues' is a national priority to help reduce demand for services. Workers require high level specialist knowledge, skills and competencies, especially in regard to laws affecting clients, the range of services available to them and health issues related to alcohol and drugs use and misuse.

Workforce development opportunities and issues

The interrelationship of mental health support, care and treatment with that provided for alcohol and other drug use is substantial. It therefore is important that future workforce and training development for these areas is considered together, as they are strongly linked with shared workforce and training challenges, service delivery models and clients. It is noted that there is also inter-sectoral workings between these sectors, as well as housing, child welfare and primary and tertiary health care sectors.

The most pressing issue noted across the sectors is **a shortage in skilled workers as the prevalence of mental health illnesses and AOD use across the population is increasing**. The massive growth in demand for mental health services and the lack of funding for alcohol and other drugs services across the sector, along with the impacts of COVID-19 and associated isolation, have intensified the need for workers with current skills in these areas.

An estimated 1 in 5 (21%) Australians (16-85 years) have experienced a mental disorder during the previous 12 months of reporting (2022), with 16–24 year olds (40%) most likely to have experienced mental disorder symptoms compared to older Australians. Estimates of mental disorder amongst children indicate that approximately **560,000 children** and adolescents aged 4-17 years (14%) have been affected. Just over **139,000 clients** aged 10 years and over received specific AOD treatment, with agencies reporting they provided approximately **243,000 closed treatments** during 2020-21. The most common form of AOD treatment by counselling represents 2 in 5 treatment episodes.[67]

COVID-19 restrictions impacted mental health and general wellbeing of individuals significantly as a result of losing contact with family and friends and remaining isolated.
The impact of mental health and AOD use on the wider community is significant, particularly regarding burden of disease. Mental health and AOD use has been identified as the fourth highest disease group (2018) contributing 13% to Australia's total burden of disease.[68]

The mental health service eco-system involves federal and state/territory government, private and public sector organisations, including hospitals and community organisations (see Diagram 2). Estimates show **approximately 3.4 million Australians** (aged 16-85 years) saw a health professional for mental health support. Health professionals represented GPs, psychiatrists, psychologists, mental health nurses, and other health and mental health professionals.

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[67] Australian institute of Health and Welfare (AIHW)(April 2022) Alcohol and other drug treatment services in Australia: early insights [Viewed 21 March 2023]
[68] Australian institute of Health and Welfare (AIHW)(Nov 2022) Mental health: prevalence and impact [Viewed 21 March 2023]

Diagram 2: Roles and Responsibilities – Australia's mental health system (AIHW 2022)

Australian Government	State and territory governments	Private and community sectors
Medicare Benefits Schedule	Public hospitals	Private hospitals
Pharmaceutical Benetifs Scheme	Emergency departments	Crisis support websites and phone lines
Primary Health Networks	Residential mental health care	Community organisations
National Disability Insurance Scheme	Community mental health care	Private health insurers

Source: AIHW (2022) *Australia's mental health services*

The workforce, however consists of a range of generalist workers that, through their roles will come across individuals with mental health illnesses, AOD use issues and other health or social problems. They include:[69]

- General practitioners
- Paramedicine practitioners
- Aboriginal and Torres Strait Islander health practitioners
- Social workers
- Counsellors and psychotherapists
- Support line volunteers.

There is significant demand for a range of workers in all locations (particularly rural and remote areas) and key shortages are noted in areas of:

- working with clients with complex needs (i.e. advanced skills)
- ability to operate in multi-disciplinary teams
- ability to support a range of individuals in the community (i.e. youth, family violence victims, LGBTIQA+ etc.)
- workers who are from Aboriginal and Torres Strait Islander communities and who are from culturally and linguistically diverse (CALD) backgrounds.

Recruitment and retention issues are particularly poor in regional and rural communities which are experiencing some of the most complex clients and issues. Low population levels and limited access to workforce development activities and training are some of the main barriers facing the sector. It is therefore particularly important to address rural and remote training issues and to provide support to local service and training providers.

The sector has also been experiencing the emergence of new work roles to accommodate service demands. Emerging job roles include, but are not limited to, **peer workers/lived and/or living experience** workers; **supervisors** for peer workers; workers with **research and analytical skills**; and **workers able to facilitate interagency and inter-sectoral projects**. **Leadership and management skills** are also in high demand.

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[69] Australian institute of Health and Welfare (AIHW) Mental health, workforce [Viewed 21 March 2023]

Future workforce planning needs to ensure it is aligned to the national workforce strategies for mental health and AOD. These include the National Alcohol and Other Drug Workforce Development Strategy and the future Mental Health Strategy (currently being drafted by the Australian Government Department of Health and the National Mental Health Commission) as well as the priorities listed across the National Plan. These include (National Plan, p.21):

- increasing the number of nurses, psychologists and allied health practitioners working in mental health settings through up to 280 scholarships and 350 clinical placements;
- growing the psychiatrist workforce by offering 30 additional training places by 2023, supporting regional and remote training pathways and promoting psychiatry as a career pathway;
- increasing the number of Aboriginal and Torres Strait Islander mental health workers through 40 additional scholarships and train healthcare workers to deliver culturally safe care; and
- growing and supporting the mental health peer workforce through up to 390 scholarships and opportunities for professional collaboration.

Workforce planning for this sector is of paramount importance as it is struggling to deliver adequate services and meet rising demand pressures. Examining the Federal Government's initiatives, actioned and/or proposed, as well as those of individual states and territories, will ensure future planning proposed supports the wider workforce plans across the country.

Skills training priorities

Training has a significant role in supporting the supply of a suitably skilled mental health and AOD workforce.

Stakeholder consultations conducted by members of the previous Direct Client Care and Services IRC indicated that the current Training Package products that provide skills training to parts of the mental health and AOD workforce were no longer suitable. The regulative and operative work landscape, job roles and skills and knowledge needs to best support clients has changed and therefore there is an urgent need to update the main VET qualifications supporting this workforce. Key outstanding issues and significant changes driving the need for AOD qualification reviews include:

- Changes in the legal status of proscribed drugs and changes in drug regulation (decriminalisation and legalisation of some drugs e.g. cannabis and MDMA)
- Emerging practices in AOD including prescribing of cannabis
- Novel and emerging substance use
- Emerging practices in relation to treatment support, including the increased presence of treatment by people with complex issues
- Early intervention and prevention practices and programs
- The emergence of new work roles such as per lived and living experience workers and the need for appropriately trained staff to supervise them
- Increased recognition that working with people who use AOD also involves working with their families and communities.

The skills and knowledge needs of workers, such as mental health workers and peer support workers, have evolved significantly since the products were last reviewed (2015). Changes in service delivery models and regulations have also meant the workforce is now operating in different settings and therefore updates are required to ensure graduates meet the skills needs

of employers. The following principles have now been identified as underpinning the capability and capacity framework of the workforce and the Training Package products need to reflect these where relevant:[70]

- Holistic, person-centred care
- Improving quality and safety
- Recovery oriented and strengths-based
- Culturally safe (i.e. training of all staff on Aboriginal and Torres Strait Islander concepts of social and emotional wellbeing, mental health and healing in practice, LGBTQIA+ awareness training and other specialist needs training)
- Trauma-informed care
- Sustainable, accessible and equitable (i.e. education, training, professional development and mentorship throughout all career stages)

Developing a current and evidence-based framework as part of a Training Package review of mental health and AOD qualifications will support the sector to define the workforce (across education settings) and map the interrelationship and overlap of services and skills to understand pathways. It will enhance the sector's ability to promote, recruit and retain a skills workforce.

A review of the nationally-recognised VET qualifications supporting the mental health and AOD workforces is recommended.

Qualification	Priority
CHC43315 Certificate IV in Mental Health	High
CHC43515 Certificate IV in Mental Health Peer Work	High
CHC53315 Diploma of Mental Health	High
CHC43215 Certificate IV in Alcohol and Other Drugs	High
CHC53215 Diploma of Alcohol and Other Drugs	High

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[70]The University of Queensland (29 July 2020) National Mental Health Workforce Strategy – A literature review of existing national and jurisdictional workforce strategies relevant to the mental health workforce and recent findings of mental health reviews and inquiries. Institute for Social Science Research [Viewed 8 March 2023]

Volunteering

Workforce profile and issues

Volunteering is strongly embedded into Australia's community culture and volunteering activity can take place in a wide range of sectors including **community services, sports, education, conservation, emergency management, aged care, disability, alcohol and drug services and health services.** Recent estimates indicate that 26.7% of adults volunteered between April 2021 and April 2022.[71] Rates of volunteering were impacted significantly by COVID-19 and organisations have indicated that their volunteer programmes are either only partially operational or not operational.[72]

The volunteer workforce can represent a combination of **formal and informal volunteers**. The latter is significant, with a recent survey conducted by the Australian National University (2022) showing that 46.5% of adult Australians contributed to their communities through informal volunteering. Examples of this include providing emotional support, providing transport or running errands and domestic work, home maintenance or gardening.[73]

The Australian Government recently released the National Strategy for Volunteering 2023 - 2033, setting out a 10-year plan for a 'reimagined future for volunteering in Australia'. It outlines a number of key trends impacting the sector including:

> **Volunteering**
>
> Volunteers can be in a range of roles including administrative and management roles and direct service provision including referrals, community support, emergency relief and counselling, often alongside community and welfare practitioners.
>
> ### Job role/s
>
> · Volunteer
> · Volunteer Supervisor
> · Manager of Volunteers
> · Coordinator of Volunteers

- **An overall decline** in formal volunteering
- **Impact of COVID-19** is ongoing and many who stopped volunteering have yet to return
- **Australia's ageing population** impacts both supply (as individuals stay in their paid roles longer) and demand (particularly in health and other care-related sectors)
- **Rising inequality and cost of living pressures** impacts the capacity of people to volunteer while community services experience sharp rises in demand
- **Demand for mental health services** is increasing and volunteers can play an important role in the delivery of services. Volunteering has also been associated with improving life satisfaction and perceived mental health.
- **Regional, rural and remote Australia** is faced with unique geographical challenges of volunteering and while it is a vital part of community, it has yet to recover from the impact of COVID-19, as well as technology advancements
- **Labour market changes and the nature of paid work** has evolved whereby patterns of work have moved away from the "9-5" work hours and this has impacted the role of volunteers and availability
- **Employee volunteering** is significant for workplaces and increasing initiatives can support capacity issues as well as enhance the social responsibility for Corporate Australia
- **Technology** is playing an increasingly important role for volunteer recruitment, communication, management processes and data collection
- **Reducing barriers for young people** to volunteer as they are the future of the sector.

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[71] Volunteering Australia. Early Insights – the Volunteer Perspective [Viewed 8 March 2023]

[72] Volunteering Australia. Volunteering and the ongoing impact of VOCID-19 (May 2021) [Viewed 10 March 2023]

[73] Biddle. N, Gray. M (2022) *Volunteers and volunteering during the COVID-era in Australia*. ANU Centre for Social Research Methods

Volunteering Australia's National Standards for Volunteer Involvement establishes a foundation framework for supporting the sector including specifying benchmarks to support organisations with their workforce needs, including attraction, management, recognition and retaining of volunteers.

Workforce opportunities and priorities

The sector is struggling to recover volunteer numbers since the significant decline noted during the COVID-19 pandemic. Certain sectors rely significantly on volunteers to deliver services. Examples include aged care (e.g. volunteer visitor programs in home and residential settings), sport and recreation (with the majority of community sports supported by volunteering coaches, referees and administration staff) as well as community services, welfare and homelessness. A recent Australian National University survey (ANUpoll) conducted in April 2022 revealed that the main reasons for not volunteering included work/family commitments (40.8%) and not being interested (21.9%). Other reasons cited included not seeing suitable opportunities (14.7%), nobody asked (13.9%) and too much paperwork/administration (6.0%).[74]

The barriers for volunteering are further challenged with the rising costs of living and strong labour market demand offering paid and flexible work roles. Individuals will be inclined to use their spare time to engage in further paid employment rather than volunteering activities therefore the sector needs to adapt and address these issues in developing its volunteer-based workforce.

Overall, a better understanding of the trends in volunteering regarding recruitment and retention, as well as transitions into paid employment would benefit the sector to understand workforce supply strategies. Practices across the sector are showing that employers are transitioning volunteers into paid employment to supplement their workforce. This, however, disassembles the initial volunteer cohort of an organisation therefore creating recruitment and retention challenges for this segment of their workforce. Further investigation is therefore required around the recruitment, retention and transition to paid workforce.

It is also noted that the volunteering landscape has evolved over the years and had to quickly adapt to virtual volunteering activities (i.e. online). Such changes have meant that there has been an increase in responsibilities for managers and coordinators of volunteers to deliver previously provided face to face interactions with online meetings instead.

Skills training priorities

The volunteer workforce is supported by nationally accredited qualifications focussed on providing key skills training for volunteers, as well as supervisors and coordinators of volunteer programs. The former Community Sector and Development IRC proposed in the 2019 Industry Skills Forecast that the Active Volunteering qualifications and associated skills sets and Units of Competency be reviewed and updated in 2020-21 to ensure they met current skills requirements for volunteers. The update was delayed due to COVID-19.

Due to the significant disruptions experienced by the sector during COVID-19, as well as the changing volunteering landscape involving virtual and online delivery models, there is an urgent need to review the qualifications to ensure they meet industry's current and future skills needs. The qualifications also consist of a large number of superseded Units of Competency as a result of updates conducted in other Training Packages (e.g. BSB, SIT and HLT).

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[74] Biddle, N., Boyer, C., Gray, M., & Jahromi, M. (2022) *Volunteering in Australia: The Volunteer Perspective*. Volunteering Australia, https://volunteeringstrategy.org.au/wp-content/uploads/2022/10/Volunteering-in-Australia-2022-The-Volunteer-Perspective.pdf

The volunteering sector has voiced their view that the review of the following VET qualifications are a high priority.

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

Youth

Workforce profile and issues

The community services work that entails youth work focuses on children and young people, specifically vulnerable children and young people. The service areas can be sensitive and complex and often intersect. Three key service areas are tabled, with the respective job roles listed.

Youth services	Child protection	Youth justice
The type of work can be varied, involving the engagement and encouragement of young people to establish their independence, participate in society, connect to those around them and increase their awareness of their own rights.	The work is focussed on protecting children and young people from abuse, neglect or harm. It can involve providing support to families and supporting the process for children being placed into out-of-home care.	This area of work involves carrying out justice to children or young individuals (predominantly 10–17 years old) who have committed, or allegedly committed, an offence.
Job role/s	Job role/s	Job role/s
- Case Worker - Child/Youth Residential Care Assistant (ANZSCO 423411) - Support Worker - Social Worker (ANZSCO 272511) - Youth & Community Worker - Youth and Family Caseworker - Youth Support Worker - Youth Worker (ANZSCO 411716)	- Child Protection Caseworker - Child Protection Officer - Social Worker (ANZSCO 272511) - Support Worker	- Community Safety Patrol Officer - Day Patrol Officer/Night Patrol Officer - Youth Justice Officer - Youth Outreach Officer - Youth Patrol Officer

Source: Jobs and Skills Australia. Occupation-level 4-digit data.

The majority of the workforce is captured within the wider categories representing social workers (42,100 workers), welfare support workers (77,600) and special care workers (3,000 workers) (see Figure 11) and strong growth is projected across all areas. This is putting further pressure on the stretched workforce as employers have continued to struggle to fill an increasing number of vacancies over the last reported 12 months (see Figure 12).

Figure 11: Employment Outlook for selected 4-digit ANZSCO - Community Services

Figure 12: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23
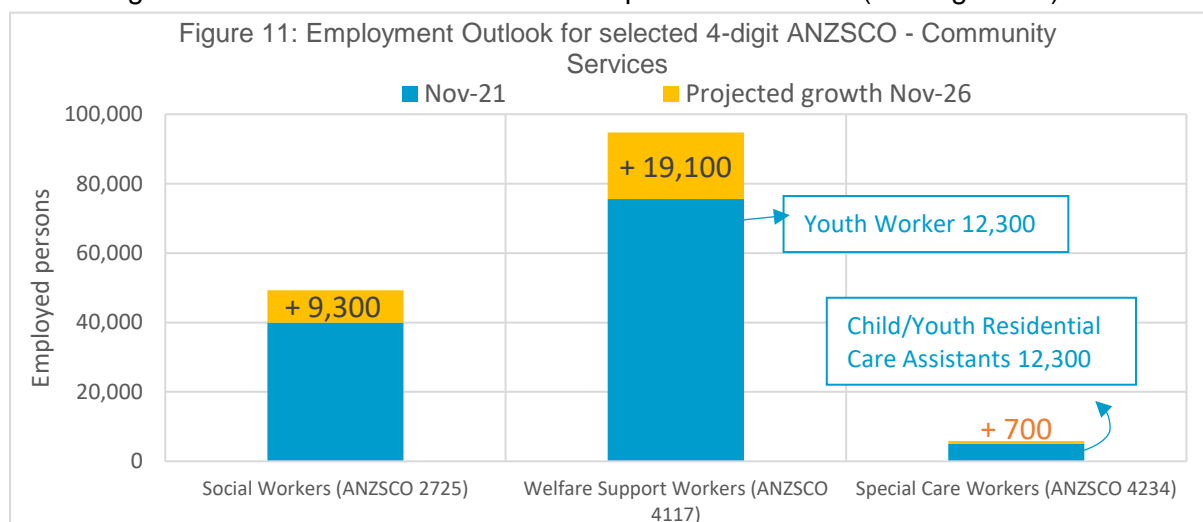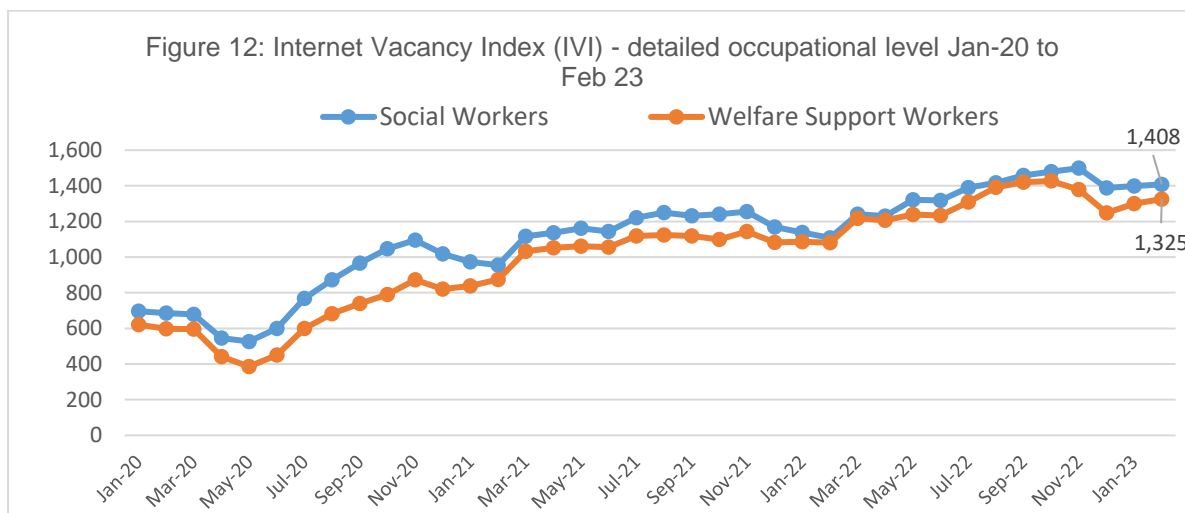
Note: Special Care Workers (ANZSCO 4234) has not been included in the chart as in the majority of cases it represents counts of less than 50.

Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

The workforce is responsible for working with, and supporting, some of the most vulnerable members of the community - children and young people, and so, along with the sensitivities involved when dealing with minors, there are a range of behavioural dynamics which workers must be equipped to cope. Navigating through complex issues, regulations and eco-systems of services makes up just one part with which the general worker is faced with.

The main and most recent developments impacting workforce demand and supply are:

- **Recommendations resulting from various Royal Commissions**[75] and National Inquiries[76] which have put forward a number of workforce and training recommendations, as well as highlighted the inadequacy of workforce models in certain settings creating an unskilled and a casual workforce (e.g. youth detention centres in the Northern Territory).

  The workforce will need to ensure it operates in line with new frameworks of engagement and responsiveness implemented in response to the recommendations of these different Royal Commissions.

- **Caseload management** has been flagged in a number of the Royal Commissions as a significant issue where unreasonable caseloads are putting significant pressure on workers, instigating staff burnout and staff leaving the sector. Increasing resourcing and funding to support better case worker-to-client ratios has been suggested, along with increasing training for case workers in using culturally appropriate and individual needs assessment tools.

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[75] These include the Victorian *Royal Commission into Family Violence*, the Northern Territory's *Royal Commission into the Protection and Detention of Children* and the Australian Government's *Royal Commission into Institutional Responses to Child Sexual Abuse*
[76] These include the National Principles for Child Safe Organisations and the Reportable Conduct and National Redress Schemes

Workforce development opportunities and issues

Access to qualified and skilled staff is a priority, and currently particular skills gaps are present across the youth sector workforce in relation to identifying family violence incidents[77] and the ability to apply therapeutic approaches in youth justice practices.[78]

The nature and issues which workers are involved in supporting children and young people with can be extremely sensitive, and the service delivery environment complex to navigate around. Youth workers often work across settings involving interactions with a range of other community and health sector professionals in education, family affairs, employment and housing. Such overlaps generate opportunities to better understand training pathways, synergies of practice and career progression.

Skills training priorities

All respective Training Package products (listed below) were recently updated in response to industry's concern that qualifications did not fully align with current industry requirements and job roles. The updates also aimed to address the key issues raised in the Royal Commissions.

- CHC40321 Certificate IV in Child, Youth and Family Intervention
- CHC40421 Certificate IV in Youth Work
- CHC40521 Certificate IV in Youth Justice
- CHC50321 Diploma of Child, Youth and Family Intervention
- CHC50421 Diploma of Youth Work
- CHC50521 Diploma of Youth Justice.

Please refer to the CHC Community Services Training Package V9.0 Companion Volume Implementation Guide for more information regarding the updates and changes applied. It will be important to monitor enrolments across the updated products, including locations to understand changes in uptake and supply.

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[77] State of Victoria. *Royal Commission into Family Violence: Summary and recommendations*, Parl Paper No 132 (2014–16)
[78] NT Royal Commission. *Royal Commission into the Protection & Detention of Children in the Northern Territory Report Overview*

4.4 Dental

Workforce profile and issues

The dental workforce consists of both registered and non-registered dental professionals and job roles can involve undertaking a wide range of functions, including administration and assistance, operational and/or supervisory and management activities. As at 31 December 2022, there were nearly 24,000 registered general dental practitioners and 68 specialist practitioners.[79] A breakdown of the workforce across the different divisions is provided at Figure 13 with dentists making up the majority of the workforce. Over the last reported 12 months, workforce numbers have increased in the job roles of dentists and oral health therapists, however all other occupations noted small drops.

Figure 13: Total number of registered Dental practioners by divisions
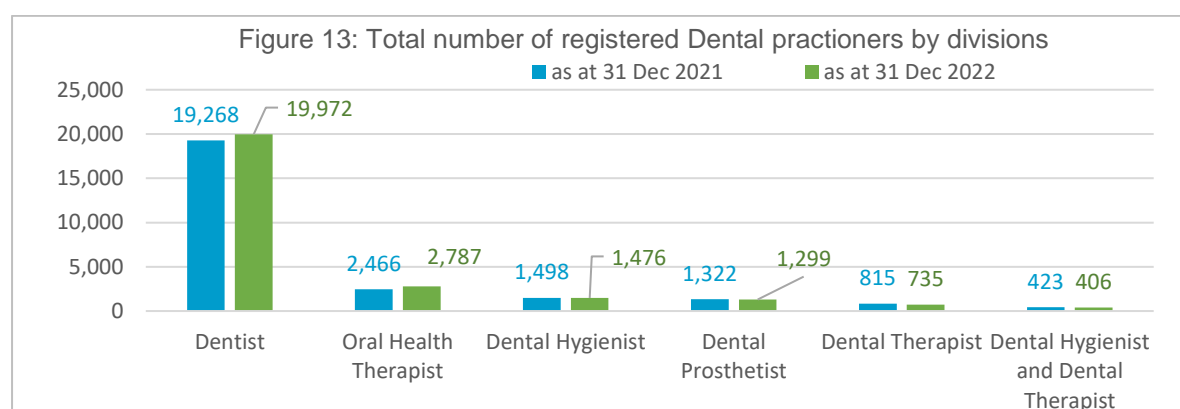
Source: Dental Board Ahpra. Statistics Registrant Data

The workforce profile varies significantly across job roles, with senior-level and specialist job roles such as dentist and dental specialists mainly characterised with male workers (i.e. 56% and 73% of workers in the job roles are male) and employed full-time (i.e. 63% and 71%). The workforce involved in supportive roles, such as dental assistants instead are primarily female (98%) and only 37% are working full-time. Strong growth is projected across practitioners and assistant roles (see Figure 14).

Figure 14: Employment Outlook for selected 4-digit ANZSCO - Dental
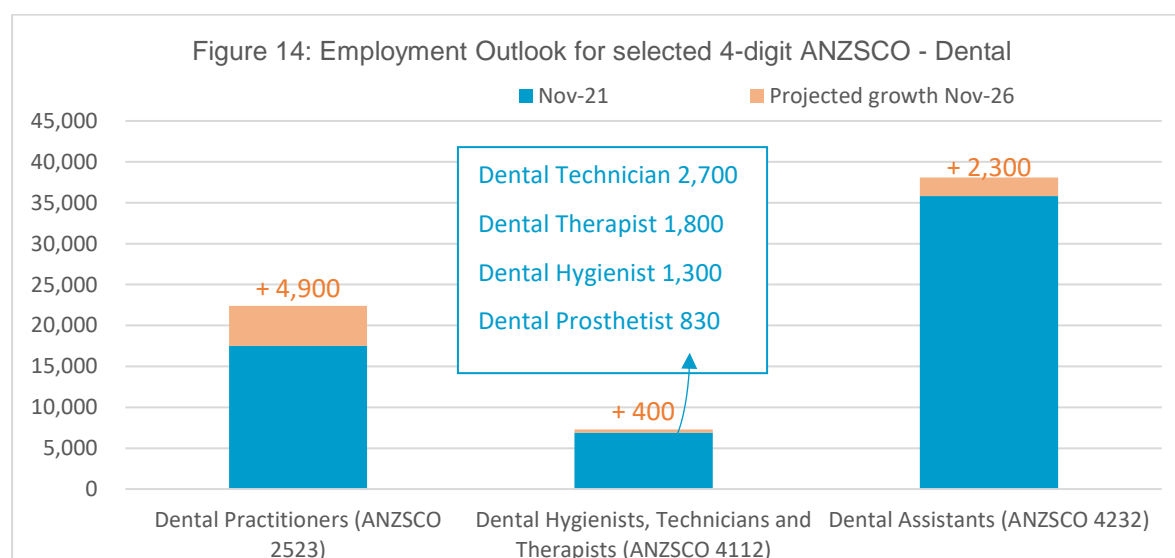
Source: Jobs and Skills Australia. Occupation-level 4-digit data.

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[79] Dental Board Ahpra. Statistics Registrant Data [Viewed 13 March 2023]

The workforce is supported by university and VET training. VET training is specifically focussed on the skills training for non-registered job roles such as dental assistant, dental technician and dental laboratory assistant, as well as for the registered job roles of dental hygienist and dental prosthetist.

The main developments and trends impacting workforce demand and supply are:

- **Labour shortages** are being experienced across all levels of the dental workforce. The latest job vacancy data showed that over 1,600 jobs went unfilled across the dental sector in February 2023 (see Figure 15). Shortages are exacerbated in regional communities where access to dental services is limited. For example, the variations in the number of full-time equivalent (FTE) dentists per 100,000 population is significant (2019):[80]
    - 65.1 FTE in major cities
    - 45.3 FTE in inner regional
    - 37.0 FTE in outer regional
    - 27.7 FTE in remote/very remote.
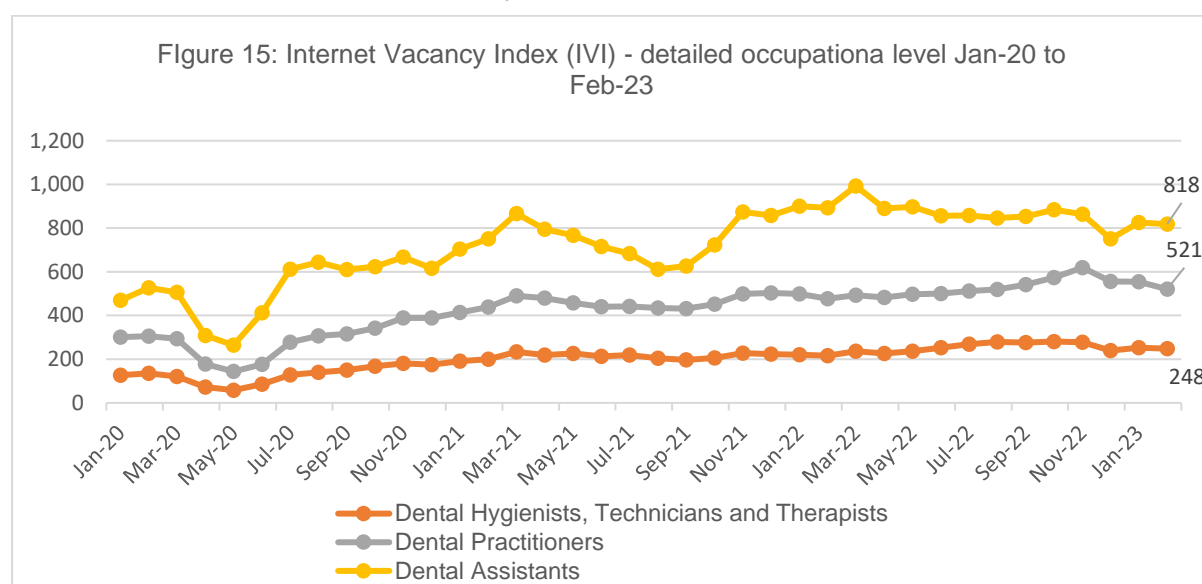
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

- **Skills shortages** - Feedback from dental prosthetists is that the skills of graduate dental technicians (specifically technical skills) are severely lacking. Overall, there is also concern across the sector that dental assistants and dental technicians without a formal qualification or certification are being employed to fill vacancies. A certified workforce can support employers with high quality workforce readiness and employability skills. The advantages of enrolling in, and completing, a VET dental qualification is that it equips individuals with underpinning skills and knowledge regarding legislation, regulation and the use of equipment for their job roles. These are skills and knowledge areas which employers do not need to cover with a qualified worker, meaning that they can instead focus on their clinic's operations and patient experiences.

- **Fee-Free TAFE** – The Australian Government in its October 2022-23 budget established a $1 billion 12-month Skills Agreement with state and territory governments to deliver 180,000 Fee-Free TAFE places in an attempt to support workforce shortages issues

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[80] Australian Institute of Health and Welfare (AIHW) (March 2022) Oral health and dental care in Australia. Dental Workforce [Viewed 14 March 2023]

experienced by key sectors including health and dental. The VET dental assistant qualifications are in most regions subsidised by the government as of January 2023.[81]

- **Technology** – the ability of providers to adopt new technology can be limited due to the lack of resources and skills within dental practices.

Workforce development opportunities and issues

Australia's National Oral Health Plan 2015-2024 identifies *Workforce Development* as a foundation area – "*The workforce for oral health is of an appropriate composition and size and is appropriately trained and distributed".* Priority population groups include people who are socially disadvantaged/on low incomes, Aboriginal and Torres Strait Islander peoples, people living in regional and remote areas and people with additional and/or specialised health care needs. Key workforce development opportunities outlined in the Plan are:

- F5.1: **Enhance skills and competencies** within the oral heath workforce to meet the needs of Priority Populations.
- F5.2: **Build more equity in the distribution** of the workforce to improve accessibility to oral health care
- F5.3: **Reduce reliance on targeted migration** and employment programs as local capacity to address workforce demand and mal-distribution improves
- F5.4: **Enhance workforce data collection** and analysis to inform planning
- F5.5: **Include oral health Units of Competency** as core components of medical, health and community services qualification.

Addressing the critical workforce and skills shortages across the sector, especially in regional communities, is extremely important. Most states and territories have applied the Commonwealth Government's Fee-Free TAFE subsidy to the *Certificate III in Dental Assisting* and *Certificate IV in Dental Assisting* and so it will be important to monitor the take-up of the qualifications and whether the policy has a positive impact on increasing participation of dental assistants in the workforce. A rise in learners and graduates subsequently supports enhancing workforce supply.

Dental prosthetists and dental technicians however, are also in high demand and critical shortages are noted across the country as flagged in the government's Skills Priority List (2022). Skills gaps are also being voiced by employers and graduates are unable to demonstrate key technical abilities in the job roles.

The dental services sector is at a critical stage in workforce development with the main opportunities reflecting the need to increase workforce supply (especially to regional areas) and enhancing skills and knowledge abilities of graduates. Future workforce development work should map career and training pathways for technician, prosthetist and other dental roles across the dental sector.

Dental Services
Workers can be involved in providing general and specialised dentistry services to improve oral health across the country.
Job role/s
· Dental Assistant (ANZSCO 4232)
· Dental Hygienist (ANZSCO 411211)
· Dental Practitioners (ANZSCO 2523)
· Dental Prosthetist (ANZSCO 411212)
· Dental Specialists (ANZSCO 252311)
· Dental Technicians (ANZSCO 411213)
· Dental Therapist (ANZSCO 411214)
· Dentists (ANZSCO 252312)
· Oral Health Therapists

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[81] Australian Government National Careers Institute. Myskills Certificate III in Dental Assisting [Viewed 14 March 2023]

Skills training priorities

The former Dental IRC proposed in the 2019 Industry Skills Forecast that the following qualifications and associated Units of Competency be reviewed and updated in 2020-21. The update was delayed due to COVID-19. The updates are highly recommended to ensure the skills and knowledge training are meeting industry needs and regulatory requirements. For example, in relation to the *Diploma of Dental Technology*, medical device regulations which are referenced in training have changed and therefore training needs to be updated to reflect these industry changes. The Australian regulatory guidelines for medical devices (ARGMD) are currently being updated and in 2021, the Government repealed Regulation 4.1 and amended Regulation 5.3 of the *Therapeutic Goods (Medical Devices) Regulations 2002-external site* (the Regulations). The change meant that devices that were previously described under Regulation 4.1 (those that contain medicines or materials of animal, microbial, recombinant or human origin and Class 4 IVDs) no longer require mandatory TGA conformity assessment certification. This is one example of the specific changes to which industry is adapting.

The qualifications also include a number of superseded Units of Competency from other Training Packages and therefore updates need to ensure the qualifications include the most up-to-date products published.

Qualification	Priority
HLT35115 Certificate III in Dental Laboratory Assisting	High
HLT55118 Diploma of Dental Technology	High
HLT65015 Advanced Diploma of Dental Prosthetics	High

The two existing VET Dental Assisting qualifications were recently updated, along with the associated Units of Competency and skill sets. The review and update of the qualifications was conducted to address the following:

- Industry identified at the time of the review that the dental assisting sector was experiencing skills gaps in infection prevention and control, specialist instrument usage and procedural/surgical support in the workforce in specialist dental fields such as orthodontics, implants and surgical dental procedures.
- The dental assisting sector required access to training in order to support the sector in improving efficiencies in operations, while also maximising the sector's interaction with patients from diverse backgrounds, to ensure that they receive the most appropriate care and service possible.

Encouragingly, enrolments in all Dental Training Package products, except the HLT35115 *Certificate III in Dental Laboratory Assisting,* have increased in the last reported years (e.g. 4,890 enrolments in *Certification III in Dental Assisting* in 2020 to 6,415 enrolments in 2021).[82] There is, however, concern that as face-to-face training delivery options continue to be replaced with online learning, this trend may negatively impact the retention of learners and subsequently impact workforce supply.

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[82] NCVER 2022, Total VET students and courses 2021: program enrolments DataBuilder, Total, Training package, Program name by Year [Accessed 29 August 2022]

4.5 Enrolled Nursing

Workforce profile and issues

The nursing workforce predominately supported by the VET sector is comprised of enrolled nurses and nursing support workers. Enrolled nurses provide nursing care in a range of health, aged care, welfare and community settings, under the supervision of registered nurses. They are accountable for their own practice and remain responsible to registered nurses for the delegated care, in accordance with the Nursing and Midwifery Board of Australia's (NMBA's) *Enrolled Nurse Standards for Practice* which set out the core practice standards that provide the framework for assessing enrolled nursing practice.

Enrolled Nursing
Workers will be involved in providing nursing care under the direct or indirect supervision of a registered nurse.
Job role/s
· Enrolled Nurse (ANZSCO 411411) · Enrolled and Mothercraft Nurses (ANZSCO 4114)

Graduates of the *Diploma of Nursing* are eligible to make an application to the NMBA for registration as an enrolled nurse, and to practise in accordance with the Health Practitioner Regulation National Law[83] (2009) as an enrolled nurse in Australia.

The NMBA's registration data shows that as at 31 December 2022 there were **66,715 general practicing registered enrolled nurses, with an additional 2,170 registered as non-practising**.[84] This is approximately 8,200 less workers than the number registered the previous year (as at 31 December 2021 there were 74,953 practising enrolled nurses). Registered nurses (currently practising) represented nearly 350,000 of the wider nursing workforce (as at 31 December 2022) and this figure also is lower than that reported the previous year (352,464). Workforce profile information available via JSA national occupations (ANZSCO 411411) shows that most enrolled nurses (90%) are female. The average age of a worker is 46 years and just under half (43%) work in full-time employment.[85]

The job role can involve both clinical (i.e. medical and surgical care) and non-clinical (i.e. administration management and education, quality) practices. The majority of enrolled nurses in the labour force are in clinical roles.[86] Approximately 30% of enrolled nurses work in residential aged care facilities. This number represents the second most common place of employment after public and private hospitals (where 54% of enrolled nurses work).[87]

The main developments and trends impacting the workforce are **skills shortages**, an **ageing workforce** and **population**, the **retention** of staff and the **lack of career progression** opportunities[88]

The Independent Review of Nursing Education report (*Educating the Nurse of the Future*) specifically identified five key trends which are affecting the demand for, and education of, nurses:[89]

- An ageing population and the burden of disease
- Increasing incidence and prevalence of mental health problems
- The complexity of patient care and the need for inter-disciplinary teams

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83 Ahpra & National Boards. Legislation, Health Practitioner National Law.
84 Nursing and Midwifery Board Ahpra. Statistics Nurse and Midwifery – Registration Data Table – 31 December 2002.
85 Jobs and Skills Australia. Occupational level data
86 Australian Government Department of Health Factsheet Selector Dashboard. Enrolled Nurses [Viewed 13 March 2023]
87 Australia Government Department of Health and Aged Care Factsheet, Enrolled Nurses 2019 [Viewed 21 March 2023]
88 2019 Enrolled Nursing Industry Reference Committee Industry Skills Forecast. SkillsIQ [Available at: https://www.skillsiq.com.au/ResourcesResearchandSubmissions/2019IndustrySkillsForecasts]
89 Department of Health 2019. *Educating the Nurse of the Future—Report of the Independent Review into Nursing Education* Author: Emeritus Professor Steven Schwartz.

- Internationalisation (with people and diseases travelling the world)
- The explosive growth of technology.

Workforce development opportunities and issues

Enrolled nurses play a critical role across the health sector providing a combination of clinical and non-clinical care services. **Availability of staff is a pressing issue for the sector**. All states and territories are experiencing significant shortages as flagged in the government's Skills Priorities List (2022). The issue is compounded by an ageing workforce choosing to leave the workforce with few incentives to stay on and support service delivery and succession planning. Workers were faced with significant pressures during COVID-19 and, as a result of staff burnout, significant exits from the workforce were noted. This trend has been captured in the data reported earlier.

The government has responded to the Independent Review of Nursing Education[90] largely supportive of the recommendations put forward. It recognises that developing the health workforce requires alignment with other workforce plans and frameworks which cover the nursing workforce, including the Government's Implementation Plan for the National Aboriginal and Torres Strait Islander Health Plan 2013-23 (Health Plan) and the National Nursing and Midwifery Digital Health Capability Framework.

Skills training priorities

The following Training Package products in scope for the former Enrolled Nursing IRC were reviewed, amended and/or updated to reflect current and future industry skills and knowledge:

- HLT54121 Diploma of Nursing
- HLT64121 Advanced Diploma of Nursing
- HLTSS00070 Enrolled Nurse - Renal Health Care Skill Set.

Some of the drivers for change included identifying any evident skill gaps within the qualifications as they relate to new, emerging and/or expanded speciality areas of nursing practice. Across the clinical interface two specific key areas that were identified were paediatrics and gerontology nursing as they relate to enrolled nursing practice.

Other areas of focus related to:

- enrolled nurse administration of medicine
- changes to health care delivery modalities
- contemporaneous demographic factors, including the burden of care relating to an ageing Australian population.

This Training Package update enhances the career path opportunities for people engaged in the sector by strengthening the breadth and depth of skills acquired and used from entry level through to progression within the Enrolled Nursing sector.

Approximately 40 training providers have the newly released Diploma qualification on scope however NCVER enrolment data for 2022 is currently not available. The latest enrolment data for the Diploma of Nursing (HLT54115) shows that 26,830 enrolments were registered (2021) representing a 20% increase since 2018.

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[90] Australian Government (2021) Australian Government response to the independent review of nursing education [Viewed 21 March 2023]

Monitoring enrolments, including locations of students, will be important to determine if future workforce supply is distributed according to locations of demand. **Building more effective transparent pathways into the Diploma from Certificate III and IV qualified allied roles remains a challenge that should be addressed.**

4.6 Other Health Services

Ambulance - Patient Transport and Out-of-Hospital care

Workforce profile and issues

The ambulance workforce covers an array of roles across the community that deliver fundamental **pre-hospital and out-of-hospital health care services**. Care and support services can include the provision of urgent pre-hospital and out-of-hospital patient clinical care, as well as conducting patient assessments and prioritising patient care in accordance with national and jurisdiction-based clinical practice guidelines.

The workforce is segmented across job roles which can require university-level qualifications and formal registrations such as Paramedics who are required by the Paramedicine Board of Australia to undertake high-level accredited training (AQF Level 7 or higher) in order to obtain registration, or job roles supported with vocational training programs such as a non-emergency patient transport (NEPT) officer.

Quantifying the size of the workforce is difficult as there is no central database which captures all job roles across the range of public and private service providers. The spread and ambiguous nature of role titles makes it also difficult to determine the true size and nature of the workforce. Examples of roles for which it is difficult to quantify the public and private sector workforce sizes include:

Ambulance
Care and support responsibilities can include providing both clinical care and patient assessments conducted in a wide range of settings, including at a patient's home or workplace, or over the phone in response to a Triple Zero call, or across the general community.
Job role/s
- Ambulance Officer (ANZSCO 411111) - Patient Transport Officer - Non-Emergency Patient Transport Officer - Ambulance Dispatch Officer - Emergency Medical Dispatch Support Officer (EMDSO) - First Responder in Health Care - Emergency Service Worker (ANZSCO 441211) - Ambulance Call Taker - Radio Despatcher (ANZSCO 599914)

- o **First responders** - The majority of people in this role are volunteers or individuals who undertake the role as part of other duties in their workplace. For example, St John Ambulance Australia has approximately 10,000 volunteers who are first responders. Community first responders are also role types in this category. The Productivity Commission's reporting (see Figure 18) accounts volunteer community first respondents instead as just over 6,700 (nationally).
- o **Advanced responders** - Many workplaces (particularly mining and industrial sites) employ people to provide a level of service which is above that of first responder roles. Their scope of practice will vary depending on organisational needs and relevant state/territory legislation.

The Productivity Commission publishes workforce data as shown in Figure 16, however it excludes private sector employment, therefore under-reports the size of some of the workforces, particularly patient transport officer roles and community first responders.

Figure 16: Ambulance Service Organisations' Human Resources - FTE Salaried
Personnel and Volunteers Employment Level - Government Services
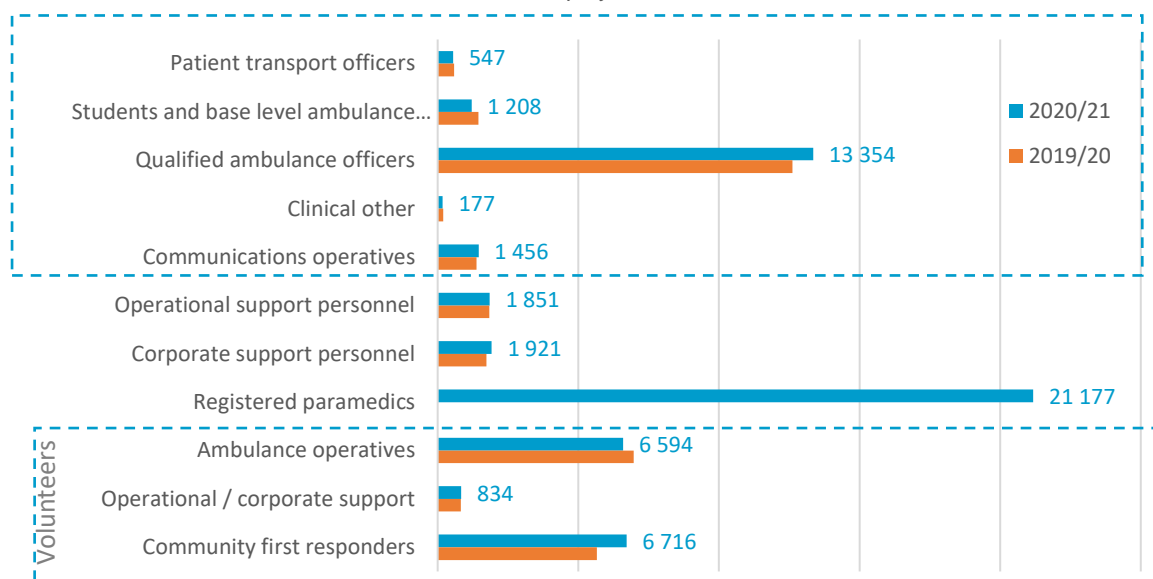
Note: Data for registered paramedics was not available in the 2019/20 table.
Source: Report on Government Services 2022 – Ambulance Services (Part E, Chapter 11, Table 11A.8)

With the lack of data available, it is difficult to profile the workforce, however some high-level traits observed from the general ambulance officer (ANZSCO 411111) and emergency service worker (ANZSCO 441211) job roles published by the JSA indicates that:

- A high proportion are male (62% and 81%)
- A high proportion work full-time (86% and 91%)
- The average age of a worker is over 40 years.

Radio despatchers (ANZSCO 599914) instead are profiled as having a higher proportion of female workers (54%). Full-time employment is also common with 82% working full-time.

The patient transport and out-of-hospital health care services sector consists of some large private and government providers, linked closely to a number of health industry sectors that use and depend on highly skilled patient transfer professionals. The essential nature of services delivered by the sector means that future growth in demand is strong and it is expected that private enterprises will increasingly be contracted to provide NEPT for the health sector.[91]

The most recent developments and trends impacting workforce demand and supply are:

- **Workforce shortages are a major and chronic challenge** for the patient transport and out-of-hospital health care sectors. While many reports focus on the paramedic workforce, especially more recently in Victoria (where a Code Red emergency was declared during May 2022)[92] and in New South Wales, there is a critical shortage of patient transport and out-of-hospital care staff overall. This has subsequently impacted access to services and the wellbeing of patients.

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[91] IBISWorld. *Industry Report Q8591 Ambulance Services in Australia* (March 2022)

[92] 9 News (December 2021) Paramedic shortages cripple Ambulance Victoria as multiple areas left unmanned [Available online]; The Guardian (May 2022) AMA urges federal government to fix 'broken' health system as NSW paramedics protest shortages. [Available online]; SBSNews (May 2022) Code Red: Why ambulance and triple-zero systems are in crisis across Australia [Available online]

- **Supporting the wellbeing and resilience of the workforce** - The nature of providing pre-hospital and out-of-hospital health care services involves a range of everyday stressors such as long hours on shift-work schedules, possible heavy workloads and physically demanding and emotionally challenging shifts. In addition to these relatively common workplace risks, ambulance service-related roles are often the first to respond to an emergency or communicate with distressed patients. Due to these interactions, individuals in ambulance service-related roles have an increased risk of being repeatedly exposed to traumatic events, such as death or violence, [93] which can trigger increases in workplace stress and can undermine individuals' resilience.

- **Government policy and legislation changes** – The sector is governed by several national and state and territory-based laws and regulations, each outlining lawful instructions regarding the conduct of employees and management, service delivery and performance, and registration and qualification requirements. The range of legislative instruments includes::

  - Ambulance Services and/or Non-Emergency Patient Transport Act/Regulations (as enacted in each state and territory)
  - First Aid Services Act/Regulations (as enacted in each state and territory)
  - Poisons and Therapeutic Acts and Regulations (state by state)
  - Health Acts/Regulations (state by state).

  Staying well-informed of national and regional changes is important. Mapping VET qualifications across registration requirements and, more widely, across the post-registration occupational environment is valuable in order to be able to gain an understanding of the supportive ways in which the wider education and training sector can have a role in supporting workforce supply and retention.

Workforce development opportunities and issues

The ambulance workforce is supported by the entire education and training sector, ranging from schools (Certificate II and III) to VET (Diplomas) and university (Degrees and higher-level qualifications). It currently **does not have a national workforce strategy to integrate the breadth of workers across the sector**, and consequently a plan to meet workforce shortages.

Skills training and priorities

All seven qualifications and 10 associated units that were in the remit of the former Ambulance and Paramedic IRC have been reviewed and updated to reflect current and future industry skills and knowledge. A range of factors contributing to the changing duties relevant to the job roles of pre-hospital and out-of-hospital health care workers were identified. Occupational violence, mental health and wellbeing and resilience were identified by industry as significant workforce issues which needed to be addressed in the training.

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[93] beyondblue (2016) *Good practice framework for mental health and wellbeing in first responder organisations*. [Available at: https://www.headsup.org.au/docs/default-source/resources/good-practice-guide-first responders_bl1675_acc_std.pdf?sfvrsn=e4b02c4d_8]

Complementary Health

Workforce profile and issues

The workforce covers a number of sectors and disciplines involved in providing treatments, practices, products and services as tabled below.

Industry data captured by IBISWorld states that the complementary health therapies sector represents **a workforce of 36,845** (August 2022).[94] Data estimates reported by the JSA indicate that across Australia there are **15,600 massage therapists** (ANZSCO 4116) and **8,500 complementary health therapists** (ANZSCO 2522). Forecasts predict that over the next five years, the workforces across these occupations will reach 18,000 and 8,000 respectively (representing an increase of 20.6% and 27.9%).[95] Workers are mainly female (representing over 70% of workers in the respective job roles listed) and over the age of 40 years. Less than a third of workers are in full time employment.

The workforce mainly consists of independent sole traders, contractors and small clinics/practices. There is no single operator that dominates the sector as most offer different therapies and can specialise in a single discipline. The location of clinics/practices is driven by population and migrant distribution, with approximately 60% located in New South Wales and Victoria.[96]

Aromatherapy	Ayurveda	Kinesiology	Massage
Using essential oils, workers provide therapeutic treatments for a range of conditions.	Workers provide Ayurvedic therapeutic and remedial massages including Ayurvedic body therapies, Panchakarma therapies and Ayurvedic beauty and health spa therapies.	Workers provide non-invasive, client-centred, holistic and integrative modality which requires utilising the skills of muscle monitoring (as a verification or biofeedback mechanism) for anatomical, physiological and psychological stressors within a person.	Workers provide treatments that enhance wellbeing and possesses skills in relaxation massage, including basic health assessment and treatment.
Job role/s	Job role/s	Job role/s	Job role/s
- Clinical aromatherapist	- Ayurveda therapist or practitioner - Ayurvedic lifestyle consultant	- Kinesiologist	- Massage therapist - Remedial massage therapist

Practitioners can be involved in delivering aged care packages and palliative care support, as well as activities via the NDIS. Practitioners are often involved in working across sectors. As an example, the latest 2022 Shiatsu Therapy Association of Australia (STAA) workforce survey showed that Shiatsu practitioners receive referrals from a range of health practitioners including psychologists, mental health workers and counsellors, exercise instructors (e.g. yoga, Pilates, tai chi, etc.) and medical doctors.

Industry has indicated that the increasing popularity of complementary health services, as well as the increasing dispersity in demand, has resulted in business initiatives which have seen some individual clinics/practices grow their operations and become small-to-medium-sized clinic/practice groups. Additional clinics/practices may be established within the same city or town, regionally and/or interstate. Demand for the range of complementary health services has been growing significantly over the years, with key drivers for demand involving an

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[94] IBISWorld (2021) Industry Report X0015 Alternative Health Therapies in Australia (December 2021)
[95] Jobs and Skills Australia. Occupational profiles: Massage Therapists ANZSCO 4116; Complementary Health Therapists ANZSCO 2522.
[96] IBISWorld (2021) Industry Report X0015 Alternative Health Therapies in Australia (December 2021)

increase in health consciousness, positive real household discretionary income and an ageing population.

Reflexology Workers apply pressure to areas on the feet (or the hands) to promote healing.	**Shiatsu** Workers are involved in applying pressure to the meridian channels of the body using a practitioner's thumbs, palms, elbows, knees and feet.	**Traditional Chinese Medicine Remedial Massage – TCMRM (Tui Na/An Mo Tui Na)** Hands and fingers are employed in various massage techniques to apply pressure on specific acupuncture points manipulating the flow of energy.
Job role/s	Job role/s	Job role/s
- Reflexologist	- Shiatsu therapist or practitioner	- Traditional Chinese medicine remedial massage practitioner (Tui Na practitioner) (Dip TCMRM)

The main trends and developments impacting the workforce are:

- **Changing demographics of clients** - Australia is experiencing trends of an ageing population, which will continue in the long term. Client needs are changing and the complexity of conditions presented to therapists is extensive. Individuals with a chronic disease diagnosis are increasingly likely to use complementary therapies.

- **Skills shortages** - The sector is facing key skills gaps principally due to the increasing level of demand from an ageing population who supplement complementary health services as part of palliative care.

- **Workforce supply shortages** - Many clinics/practices are grappling to fill vacancies. The most recent government vacancy data shows that in February 2023 there were 142 job advertisements for massage therapists and 61 for complementary health therapists across Australia, and this figure has remained consistent since January 2022.[97] Overall, strong growth in demand for this role is projected across the country and so clinics/practices are expected to continue to be under pressure to meet service demand with limited staff. An ageing workforce is also putting pressures on the sector as it struggles to replace workers retiring and leaving the labour market.

- **Government policy and legislation changes** - As a result of the *Review of the Australian Government Rebate on Private Health Insurance for Natural Therapies*, from 01 April 2019, private health insurance providers have no longer been able to be subsidised for providing rebates across the following 16 natural therapies:[98]

  - Alexander technique
  - Aromatherapy
  - Bowen therapy
  - Buteyko
  - Feldenkrais
  - Homeopathy
  - Irisdology
  - Kinesiology
  - Naturopathy
  - Pilates
  - Reflexology
  - Rolfing
  - Shiatsu
  - Tai chi
  - Western herbalism
  - Yoga.

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[97] Australian Government National Skills Commission (NSC). Internet Vacancy Index (IVI) job advertisements to June 2022 [Available at: https://www.nationalskillscommission.gov.au/topics/internet-vacancy-index#Reports]
[98] Australian Government Department of Health and Aged Care. Natural Therapies Review 2019-20 [Available at: https://www.health.gov.au/health-topics/private-health-insurance/private-health-insurance-reforms/natural-therapies-review-2019-20][Accessed August 2022]

This has affected a large number of clinics/practices in the sector as it means the cost for accessing these services by individuals has increased. To assess the clinical effectiveness of the excluded therapies, the Department of Health and Aged Care established a *Natural Therapies Review 2019–20*, with the Australian Government's Chief Medical Officer setting up the Natural Therapies Review Expert Advisory Panel (NTREAP).[99] It will be important to monitor the outcomes of the Review and any changes implemented to the scope of natural therapies.

Workforce development opportunities and issues

Industry is concerned about its ageing workforce and the lack of entrants and skilled staff available for succession planning. The ageing workforce trend presents a challenge to adopt workplace arrangements that will retain a substantial level of mature-age workers. Proactively implementing measures to retain mature-age workers, such as flexible working conditions, is particularly important in the complementary health sector due to the low number of new graduates entering the workforce.

Facilitating older workers to stay in the workforce is one approach to address workforce shortages, however the sector also needs support in establishing a supply channel of skilled workers to ensure sustainability of services. Currently, enrolments across the nationally accredited qualifications are low. The courses are, however specialised in the respective disciplines and **industry recognises them as the nationally recognised qualifications required in order to practice professionally.** They are critical in supporting industry with skills training and ensuring workers are suitably equipped for the job roles. Understanding pathways to practitioner-level job roles, as well as training offers (e.g. short courses with add-on skill sets) is an opportunity to understand workforce movements and potential avenues to encourage entrants.

Table 3: Total number of enrolments for selected nationally accredited qualifications – complementary health.

Program name	2018	2019	2020	2021
HLT42015 - Certificate IV in Massage Therapy	1,990	1,650	1,470	1,530
HLT52015 - Diploma of Remedial Massage	6,425	5,515	5,980	6,480
HLT52115 - Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	30	15	25	25
HLT52215 - Diploma of Shiatsu and Oriental Therapies	70	45	40	55
HLT52315 - Diploma of Clinical Aromatherapy	120	80	70	55
HLT52415 - Diploma of Kinesiology	350	400	290	315
HLT52515 - Diploma of Reflexology	75	45	45	35
HLT52615 - Diploma of Ayurvedic Lifestyle Consultation	85	80	50	100

Source: NCVER VOCSTATS [Viewed 10 March 2023]

Skills training priorities

The former Complementary Health IRC recommended that qualifications across the following six disciplines be reviewed:

- Aromatherapy
- Ayurveda
- Kinesiology
- Reflexology
- Shiatsu
- TCM Remedial
- Massage (An Mo Tui Na).

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[99] Australian Government Department of Health and Aged Care. Natural Therapies Review Expert Advisory Panel (NTREAP) – Meeting outcomes [Available at: https://www.health.gov.au/resources/collections/natural-therapies-review-expert-advisory-panel-meeting-outcomes#collection-description]

The main rationale for the updates was so that they could be in line with the recent updates made to the Massage qualifications. Strategically reviewing all Training Products at the same time was recommended so commonalities could be efficiently and effectively addressed.

Given the low numbers of enrolments across the qualifications, further investigation for industry needs should be conducted prior to any training package development work being undertaken.

Qualification	Priority
HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	Medium
HLT52215 Diploma of Shiatsu & Oriental Therapies	Medium
HLT52315 Diploma of Clinical Aromatherapy	Medium
HLT52415 Diploma of Kinesiology	Medium
HLT52515 Diploma of Reflexology	Medium
HLT52615 Diploma of Ayurvedic Lifestyle Consultation	Medium

Indigenous environmental health and population health

Workforce profile and issues

Individuals, communities, government and non-government bodies are collectively responsible for maintaining environmental standards to prevent and/or reduce health problems across Indigenous communities. For Aboriginal and Torres Strait Islander communities, the environment in which they live can have a significant impact on an individual's health, with key factors of influence identified as including:[100]

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

Indigenous Environmental Health
Workers are involved in undertaking a wide range of activities, ranging from the level of individual households to the community and regional levels and make a genuine and highly valued contribution to improving Indigenous health.
Job role/s
· Indigenous Environmental Health Worker · Indigenous Environmental Health Supervisor · Environmental Health Worker · Environmental Health Practitioner

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

Workforce data on Indigenous environmental health workers is not captured in national occupational-level databases. Data on the job role ooccupational and environmental health professional (ANZSCO 2513) (including environmental health officers and occupational health and safety advisers, and coordinators or officers) is. This data, however, (which represents 29,400 workers) cannot be used as a proxy measure for it does not accurately reflect the unique workforce trait, location and responsibilities of an Indigenous environmental health worker.

Workforce development opportunities and issues

Industry has not raised specific workforce issues which need immediate attention. With the clear lack of workforce data available to measure the size and demand for workers, a first step would be to determine how workforce data can be collected to support workforce development. ANZSCO codes have been identified as too restrictive in some industries to accurately capture insights on particularly workforces, therefore further consideration should be given to platforms that would offer the most suitable channel for collecting workforce data.

Skills training priorities

The *Certificate II in Indigenous Environmental Health,* one related skill set and nine Units of Competency has been reviewed and updated to incorporate the required changes to ensure that industry has access to skilled Indigenous environmental health workers, to meet the current and future environmental health needs of Indigenous communities. A key focus of the

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[100] Australian Indigenous Health Info Net. *Environmental health* [Available at: https://healthinfonet.ecu.edu.au/learn/determinants-of-health/environmental-health/] [Accessed 19 March 2019]

development work was to ensure that the Units of Competency and associated Assessment was ensuring it was written in a manner that allows adaptability and flexibility. This was important in terms of reducing barriers for people in regional and remote communities to upskill and gain access to acquiring a qualification that aligns to health worker job roles within the Indigenous Environmental Health sector. The Units were reviewed and updated to address the specific requirements of Indigenous communities and remote environmental health contexts, to meet the requirements of the job role at a Certificate II level.

Currently there are only two providers which have the updated qualification on scope (as at 21 March 2023).

Infection Control (cross-sectoral)

All workplaces and workers have a responsibility for adhering to infection control practices. Since early 2020, there has been a significant increase in focus and criticism on Infection Prevention and Control (IPC) practices in aged care by clients and their families, the public, health care professionals, the aged care and community sector, the media and the Royal Commission into Aged Care Quality and Safety (2021). Infection control practices are embedded across a range of sectors and job roles.

As a result of COVID-19, there has been a general increase in awareness and understanding of the importance of IPC in all work settings and not only health or clinical settings. Workplace contexts and settings vary significantly and can include people working under different arrangements. Minimum standards for infection prevention and control are critical across these circumstances.

On 8 June 2021, the National Nursing and Midwifery Education Advisory Network (NNMEAN), Chaired by Professor (Practice) Alison McMillan, Chief Nursing and Midwifery Officer, asked the Department of Health and the Department of Education, Skills and Employment (DESE) to establish a mechanism to review the:

- quality of the training in IPC units within the VET nursing education packages; and
- ensure that the IPC unit content remains contemporary and evidence based.

As a result, the former Direct Client Care and Support IRC was instructed to urgently update the key IPC units so they were aligned to national practice standards. An extensive national and multi-channel consultation was conducted. The updated units are:

- HLTINF006 - Apply basic principles and practices of infection prevention and control
- HLTINF007 - Implement and monitor infection prevention and control standards, policies and procedures.

First Aid (cross-sectoral)

First aid is a component of all workplaces. The administration of first aid skills and knowledge is when an individual or individuals unexpectedly need immediate treatment. In addition to workplaces, first aid can be administered in a range of settings including public environments (e.g. parks, libraries and outdoor recreation areas), community events, private dwellings, workplaces, care facilities and schools.

Most First Aiders are trained in the Unit of Competency HLTAID011 Provide first aid. The Safe Work Australia *First aid in the workplace Code of Practice* (July 2019) specifies that '*All workers must have access to first aid equipment including in security-controlled workplaces*'.

The number of first aiders for a workplace is determined by the work environment and whether it is classified as low risk, high risk or remote high risk.

First aid training may be undertaken by all members of the public, including first responders (i.e. doctors, nurses, paramedics), workers in different industries (office, trades etc.), volunteers and the general public, such as mums and dads. As such, it is not identifiable to a specific cohort of workers, but instead has cross-sectoral application. Whilst it is difficult to quantify the exact size of the workforce supported by the First Aid Training Package, training enrolment data shows that over the last five years, the Unit *Provide first aid* (HLTAID003, now superseded) alone registered 140,755 enrolments (see Table 4).

Table 4: Total number of subject enrolments for selected Units of Competency – 2017 to 2021

Unit of competency	2,017	2018	2019	2020	2021
HLTAID003 - Provide first aid*	27,120	28,930	28,800	28,150	27,755
HLTAID004 - Provide an emergency first aid response in an education and care setting*	5	70	15	25	40
HLTAID005 - Provide first aid in remote situations*	125	310	230	445	130
HLTAID006 - Provide advanced first aid*	1,480	1,895	1,865	1,960	1,805
HLTAID008 - Manage first aid services and resources*	605	680	875	705	525
HLTAID011 - Provide First Aid	-	-	-	-	1,645
HLTAID013 - Provide First Aid in remote or isolated site	-	-	-	-	20
HLTAID014 - Provide Advanced First Aid	-	-	-	5	375
HLTAID016 - Manage first aid services and resources	-	-	-	-	5

*Note: * Superseded qualifications.*
Numbers are rounded to the nearest 5 except for FYTEs and Reporting hours. A dash represents a true zero.
Categories are not displayed if no data is available.
Source: NCVER VOCSTATS DataBuilder [Accessed 14 March 2023]

The latest national data shows that there are 860 employed First Aid Trainers (ANZSCO 451815) with only 32% employed full-time. The average age of workers is 48 years and half of the workforce is female.

The delivery of first aid training was a significant issue at the start of the pandemic (March 2020). The former First Aid IRC issued advice regarding training variations, to ensure concerns about infection control and sterilisation procedures were addressed. Currently, the challenges facing sectors supported by the First Aid Training Package include variations in state/territory legislative requirements and a shortage of skilled staff in administering first aid in a workplace.[101]

The former First Aid IRC updated the following eight Units of Competency and skill set to ensure they reflected current and future industry skills and knowledge needs. These include advancements in treatments, increasing technological developments and changes in protocols (both national and international):

- HLTAID009 *Provide cardiopulmonary resuscitation*
- HLTAID010 *Provide basic emergency life support*

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[101] First Aid Industry Reference Committee Industry Skills Forecast – 2020 Update. SkillsIQ [Available at: https://www.skillsiq.com.au/ResourcesResearchandSubmissions/2019IndustrySkillsForecasts]

- HLTAID011 *Provide First Aid*
- HLTAID012 *Provide First Aid in an education and care setting*
- HLTAID013 *Provide First Aid in remote or isolated site*
- HLTAID014 *Provide Advanced First Aid*
- HLTAID015 *Provide advanced resuscitation and oxygen therapy*
- HLTAID016 *Manage first aid services and resources*
- HLTSS00068 *Occupational First Aid Skill Set.*

The following is a list of current first aid Units of Competency in industry-specific Training Packages, which duplicate content in the HLT Health Training Package first aid Units:

- AVIF0024 *Provide first aid in an aviation environment* (Release 1)
- MARF032 *Apply medical first aid on board ship* (Release 1)
- MEM13001 *Perform emergency first aid* (Release 1)
- MSAPMOHS220A *Provide initial* First *Aid response* (Release 1)
- MAWHS320 *Provide advanced First Aid response* (release 2)
- PUAEME001 *Provide emergency care* (Release 1)
- PUAEME002 *Manage injuries at emergency incident* (Release 1)
- PUAEME003 *Administer oxygen in an emergency* (Release 1)
- PUAEME004 *Provide emergency care for suspected spinal injury* (Release 2)
- PUAEME005 *Provide pain management* (Release 2)
- RIIERR205D *Apply initial response First Aid* (Release 4)
- SISOFLD004 *Provide first aid in remote locations* (Release 2)
- UETDRRF004 *Perform rescue from a live LV panel* (Release 1)
- UEECD0007 *Apply work health and safety regulations, codes and practices in the workplace* (Release 1)
- UETDRRF007 *Provide first aid in an ESI environment* (Release 1).

It is critical to ensure that these Units are updated regularly to reflect current Australian Resuscitation Council guidelines and industry standards and that the HLT Health Training Package first aid Units be used in future updates of these Training Packages.

4.7 Technicians Support Services

Workforce profile and issues

The technicians support services workforce operates in an array of health care and social assistance sectors and is involved with working with a range of health professionals and staff. It is essential that workers have a sound understanding of the complex regulatory environment in which they work, given the interaction between health professional registration legislation; consumer protection and health complaints legislation; public health legislation; and the common law principles that apply to a treating practitioner/client relationship.

The workforce comprises of **35,400 medical technicians**, with strong employment forecasts estimating an additional 7,300 workers will be needed by November 2026 to fill a range of vacancies (see Figure 17). Medical technician is an umbrella term used in ANZSCO categorisations to represent a range of technician roles as listed in Figure 17. All technician roles listed, except operating theatre technicians, show that the majority of workers are female, are working part-time and are on average older than 40 years. Operating theatre technicians instead are profiled as only having a 23% female workforce and three-quarters (75%) are in full time employment. The average age of a worker is 46 years. The majority of the technician job roles are high skilled and training pathways can include university, VET and on-the-job or informal training.

The impact of the pandemic, including emerging protocols and procedures for conducting health practices and/or supporting health care recipients, has been significant across the wider health care industry and the technicians support services workforce has had to especially stay abreast of many changes in order to ensure new protocols are adhered to in their workplaces.

Technicians Support Services
Workers can perform administrative, assistant and/or operational (i.e. technician) activities across anaesthetic technology, audiometry, cardiac technology, health administration, hospital pharmacies, medical practice assisting, operating theatre support, optometry, pathology and sterilisation services.
Job role/s
- Anaesthetic Technician (ANZSCO ID 311211).   - Cardiac Technician (ANZSCO ID 311212)   - Clinical Coding Clerks   - Medical Technicians (ANZSCO 3112)   - Medical Laboratory Technician (ANZSCO ID 311213)   - Medical Secretaries   - Pathology Collector (ANZSCO ID 311216)   - Pharmacy Technician (ANZSCO ID 311215)   - Operating Theatre Technician (ANZSCO ID 311214)   - Optical Dispensers   - Other Medical Technician (ANZSCO ID 311299)   - Sterilisation Technicians / Supervisors

Figure 17: Employment Outlook for selected 4-digit ANZSCO - Medical Technicians

Anaesthetic Technician 620
Cardiac Technician 690
Medical Laboratory Technician 6,200
Operating Theatre Technician 1,100
Pharmacy Technician 5,600
Pathology Collector 9,000
Other Medical Technician 2,400
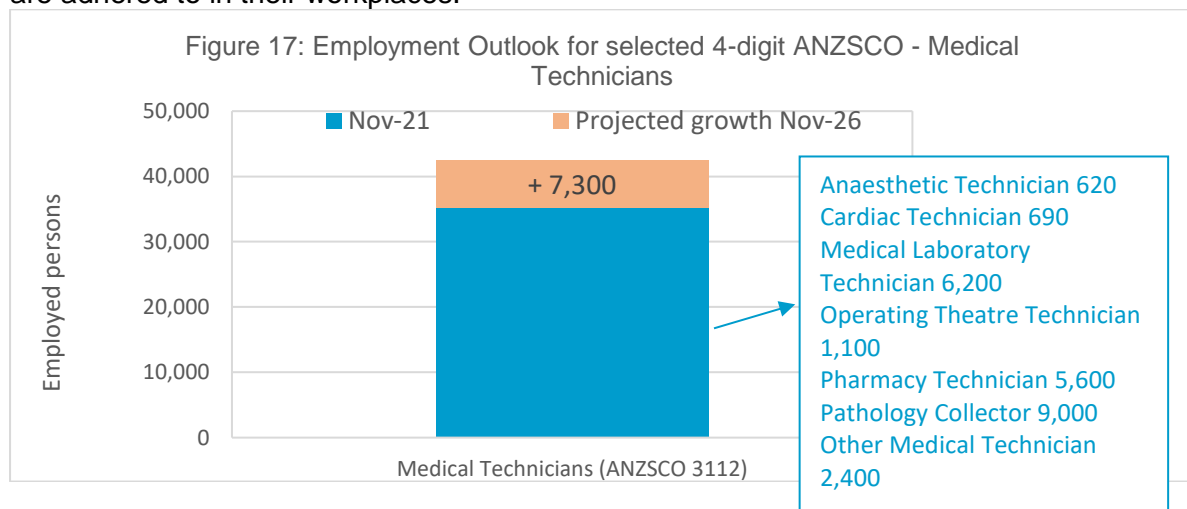
Source: Jobs and Skills Australia. Occupation-level 4-digit data.

Labour shortages are significant. The latest vacancy data shows that over the last 12 months, employers have been reporting more than 500 unfilled jobs each month across the country. In February 2023, 620 jobs went unfilled representing a rising trend since December 2022 (Figure 18).

Figure 18: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23
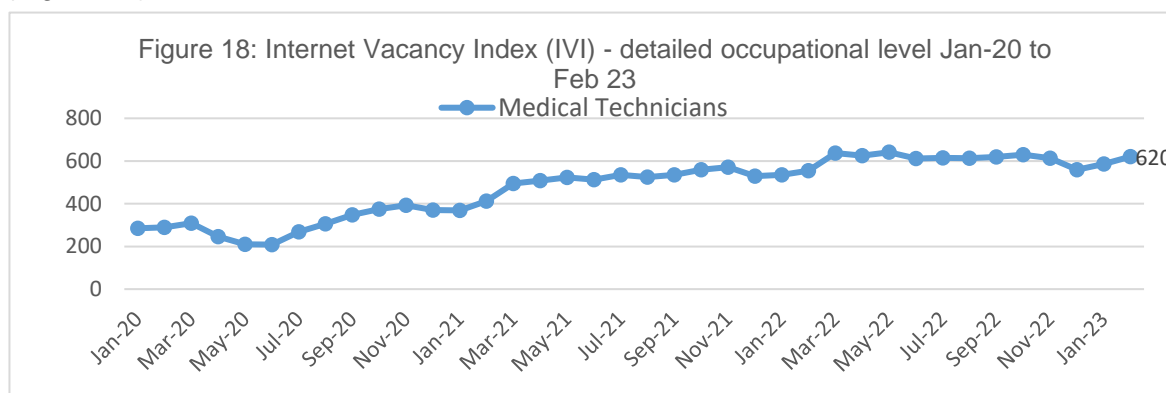
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

Workforce development opportunities and issues

In addition, the **critical shortages** are noted across specialised job roles. Industry has indicated that a number of significant changes have occurred across the sector, and for job roles regarding sterilisation services. Some of the changes include:

- **Sterilisation services jobs have experienced changes in their skill requirements** in terms of jobs becoming more technical, reprocessing equipment becoming more complex, electronic tracking systems and automation.
- **The national standard,** *AS/NZS 4187:2014: Reprocessing of reusable medical devices in health service organisations*, has recently been reviewed and a new version released. The qualifications need to be reviewed in light of the minimum standards set out and amendments applied.
- **There are barriers to hiring apprentices and trainees** as witnessed in the past in terms of reluctance from employers investing time to hire trainees.
- The Federal Sterilizing Research and Advisory Council of Australia (FSRACA) has expressed concerns about the **poor technical content being presented in individual Units of Competency** and the limitations regarding the number of hours for workplace placement. Feedback from the FSRACA highlighted that having no pre-requisites for the Certificate IV provides no incentive for the Certificate III course.

Health Service Organisations (HSO) only employ people who hold the current sterilisations services qualifications. However, the AS/NZ 4187:2014 does not mandate this qualification for all staff working in sterilisation services. Many HSO job descriptions state that staff need to be working towards the *Certificate III in Sterilisation Services*, should they not hold this qualification. Currently, Voluntary Professional Organisations provide additional workshops and conferences for employers to acquire training outside the national system, therefore understanding what skills and knowledge are being acquired through these unaccredited options will be important.

Skills training priorities

A range of Training Package products in the HLT Training Package were reviewed, updated and developed to cater for the growing needs of the Technicians Support Services workforce. The qualifications were in areas of:

- Clinical Coding
- Anaesthetic Technology
- Orthopaedic Technology

- Hospital or Health Services Pharmacy Support
- Health Administration.

The sterilisation services qualifications were last reviewed in 2015 and the former Technicians Support Services IRC proposed that they be reviewed in 2020–21. This review was delayed due to COVID-19. Due to the significant changes noted in sterilization practices across the health industry, the Certificate III and IV are recommended for review so they reflect the changes.

Qualification	Priority
HLT37015 Certificate III in Sterilisation Services	High
HLT47015 Certificate IV in Sterilisation Services	High

Section 5.0 Sport and recreation

The sport and recreation landscape comprises of four industry sub-sectors - sport, aquatic and community recreation, fitness and outdoor recreation. **All share a common driver for demand of services – an individual, group or community seeking to participate in physical activity.** The contribution and benefits of sport and recreation regarding health, and social and mental development are significant, and associated sectors play a fundamental role in preventative health. They are increasingly included as part of preventative and recovery programs, with the National Preventive Health Strategy 2021-2030 specifically identifying 'increasing physical activity' in their framework for action. For example, fitness instructors provide services to optimise clients' fitness outcomes, health and wellbeing and often work collaboratively with medical and allied health professionals.

The sport and recreation sector also intersects with education and tourism sectors. Aquatic activities can involve delivering a range of education programs (i.e. Learn to Swim) whereas outdoor recreation settings and activities set foundations to participate in Adventure Tourism programs such as snorkelling, bushwalking, canoeing and birdwatching.

The workforces across the individual sub-sectors are profiled separately in section 5.1 to 5.4.

Due to the extensive overlap and connectedness of activities (i.e. coaching and officiating is conducted in sport and community recreation settings, fitness programs may involve swimming activities etc.), workforce development and training issues are summarised jointly in section 5.5 and 5.6.

5.1 Sport

Workforce profile and issues

National estimates provided by JSA show that the workforce employed across sport and physical recreation activities is approximately **105,300 workers**, covering an extensive range of job roles as tabled in the descriptor box. These include:[102]

- **48,200 Sport Coaches, Instructors and Officials** (ANZSCO 4523) – collectively, this workforce is profiled as 50% being female workers, 19% working full-time and the average age of a worker being 23 years. A number of individual job roles however categorised in the group display a very different worker profile where the majority are male and on average are older than 30+ years (e.g. tennis coaches, sport umpires, sport development officers).

- **8,900 Sportspersons** (ANZSCO 4524) – a quarter of the workforce is female, 35% are working full-time and the average age of a sportsperson is 23 years. This is

Sport
Workers are involved in a range of tasks (administrative, coordinative and management) to deliver sports activities and programs across an array of settings.
Job role/s
- Sport Coach, Instructor and Official (ANZSCO 4523) - Sport and Fitness Worker - Sport Umpires (ANZSCO 452322) - Sport Coach - Assistant Coach - Sport Official - Sportsperson - Athlete - Sport Trainer - Sport Centre Manager (ANZSCO 149113) - Sport Development Officer (ANZSCO 452321) - Sport Program Officer - Sport Event Manager - Team Manager - Volunteer Coordinator

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[102] Jobs and Skills Australia. Occupational-level data

representative of the various sportspersons roles captured in the group including footballers, golfers and jockeys.

- **4,200 Sports Centre Managers** (ANZSCO 1491136) – 42% of workers are female, 69% work full-time and the average age of a worker is 40 years.

As shown in Figure 19, strong growth is projected for sports coach/official roles, as well as management positions in centres. Vacancy data, however, suggests that employers have been increasingly experiencing difficulties in finding workers with over 900 jobs going unfilled for sport coaches/officials during February 2023 (see Figure 20).

Figure 19: Employment Outlook for selected 4-digit ANZSCO - Sport and Recreation

Figure 20: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23
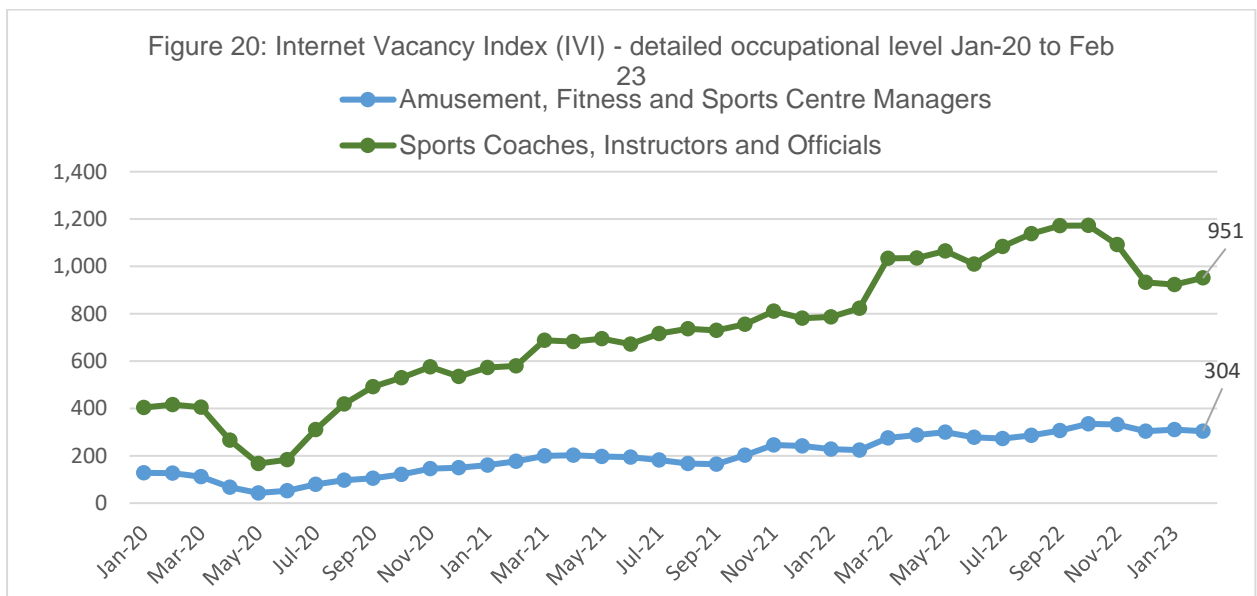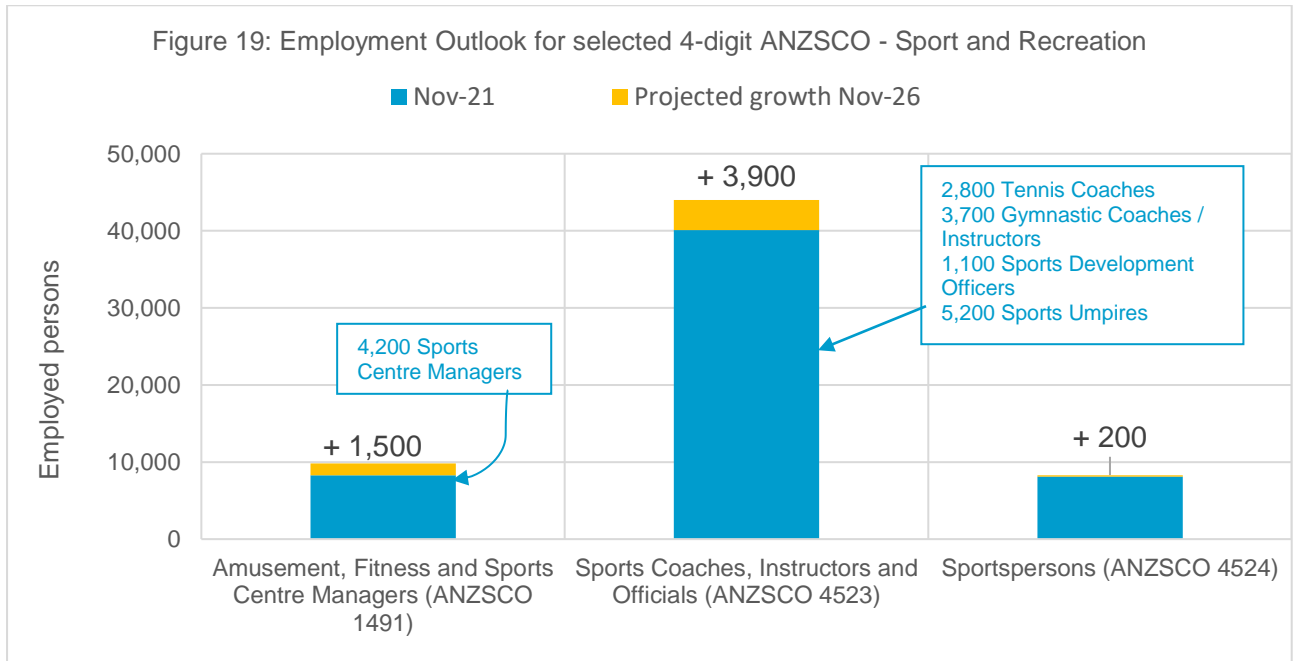
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

Sport and recreation rely significantly on **volunteers**. Volunteering for a sport and physical recreation organisation is the most popular kind of volunteering (i.e. 39.1% of the 6 million formal volunteers across Australia) when compared to volunteering for education (21.6%) or health and welfare (11.6%) organisations.[103]

Estimates suggest **over 3 million Australians in 2021 volunteered to community sport and recreation clubs**.[104] Volunteers are undertaking approximately 4.1 million roles. The gender profile of volunteers generally reflects the profile of participants. For example, in sport, 56% of volunteers were men compared to 44% women. The most common age group representing 48% of volunteers is 35-54 years. Common volunteer roles include:[105]

- coach,
- instructor
- trainer / teacher
- official
- administrator or committee member
- medical support / health and safety.

Participating in a physical activity is a national priority and increasingly recognised across the community as vital to support health and wellbeing. Participation in sport and physical activity has been rising and, as a result, so too has the need for skilled workers to meet demand.

The main and most recent developments impacting workforce demand and supply are:

- **Upcoming delivery of Commonwealth, Olympic and Paralympic Games** - Regional Victoria will host the XXIII Commonwealth Games (CGames) in 2026 across four regional cities – Geelong, Ballarat, Bendigo and Gippsland. Throughout the 13-day event, athletes will compete in 20 sports and nine para sports. Coupled with a major festival program in arts and culture the CGames is expected to contribute more than $3 billion to the Victorian economy before, during and after the CGames. The CGames seeks to create local jobs, deliver a legacy of affordable and social housing and world-class sporting facilities.[106] This will provide workforce opportunities in the local economy in the 3 years prior to, during and after the CGames in multiple areas including sports, hospitality, tourism, construction and volunteers.

Brisbane has been confirmed as the host city for the 2032 Olympic and Paralympic Games. The Brisbane 2032 Coordination Office has been formalised and will coordinate delivery on the Games. In addition, it is anticipated that Australia will host up to 16 major international sporting events prior to hosting the Games. To be in a position to deliver the events prior to and during the Games the sport sector must play a key role in preparing venues and training staff and volunteers.

The Commonwealth Games in regional Victoria in 2026 and the Brisbane Olympics in July–August 2032 will **require an increase in the supply of trained staff and volunteers** across all areas of sport and recreation, from facility management to coaches and officials. These opportunities will gradually increase in the years prior to these events and will provide ongoing participation and employment opportunities beyond 2032.

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[103] Volunteering Australia (2021) Key Volunteering Statistics January 2021
[104] Clearinghouse for Sport. Volunteers in Sport [Viewed 27 March 2023]
[105] Clearinghouse for Sport. Volunteers in Sport, Statistics AusPlay Survey[Viewed 27 March 2023]
[106] https://www.vic.gov.au/victoria-2026-commonwealth-games-sports-program

Similar to the 2000 Olympics in Sydney, it is expected that sports will experience an increase in participation prior to each event, so local sports clubs may need to access additional coaches at the foundational and intermediate levels. These needs may be met by National Sporting Organisation (NSO) coaching schemes, but consideration should be given to strengthening recognised pathways for supplying workers including:

- School leavers who have attained the Certificate II or III in Sports Coaching
- Recognition of Prior Learning (RPL).

There is also an opportunity to support the developing athlete to participate in VET qualifications specifically designed for athletes while they prepare for the international meets. This could provide career opportunities in the sector after their competitive careers.

- The release of The Future of Australian Sport Megatrends – The Australian Sports Commission released in December 2022 an update to the original megatrends reported in 2013 and which need to be considered for future workforce development:

  - **New pathways to sport** – While organised sport has remained steady in the last 10 years (2013 to 2023), there has been an increase in non-organised physical activities like walking, running, cycling, fitness/gym-based activities. Much of this increase is attributed to the community changing the way they accessed non-formal, fitness-based and outdoor physical activity during COVID 19 restrictions.

  - **Science and technology changing the game** - Advances in technology and understanding of the human body has the potential to impact individualised and group programs including advanced understanding of physiology, nutrition, psychology, engineering, equipment refinements and biomechanics. As Australia prepares to host the Commonwealth, Olympic and Paralympic Games there is an opportunity for cross sector investment from the science, health, manufacturing, education and broadcasting sectors.

  - The **Next Arena**, rise of entertainment sports - Live broadcasting of major sporting events remains popular and can provide an income for the major sporting codes. While digital, e-sports, urban and adventure sports are engaging the next generation of sports fans, it will be essential for existing and new sports codes to be able to navigate the media landscape.

5.2 Aquatics and Community Recreation

Workforce profile and issues

The participation in aquatics and community recreation activities can take place in a diverse range of settings and so the workforce supporting delivery reflects this diversity of activity. That is, workers can range from being swimming instructors, aquatic operators and assistants, to lifeguards, recreation officers and assistants, managers and volunteer coordinators (to name a few). Due to the variance in settings and role types, it is difficult to estimate the true count of the workforce, however many will be captured in the 105,300 workers outlined above. For example, The Royal Life Saving Society estimates the **number of aquatic industry workers to be approximately 67,000**.

Royal Life Saving Society Australia estimates approximately **26,000 swim teachers** and **12,000 lifeguards** were actively employed over the summer period.[107]   Swimming coaches and instructors are generally female (representing 74% of workers), working part-time/casual (only 8% are in full-time employment) and on average aged 23 years.[108] Lifeguards on the other hand are mainly male (with only 38% being female). They do however also predominantly work part-time/casual employment and are young (average age of 21 years).[109]

At the peak of the summer season (Nov 21 – Jan 22) Royal Life Saving Society Australia estimated industry was hovering around **15,000 workers short** of being able to meet full demand. This was chiefly shortages of swim teachers and pool lifeguards across Victoria, New South Wales and Queensland and in regional areas across the country. The Government's 2022 Skills Priority List has signalled a national shortage of swimming coaches/instructors, with all states and territories flagged as experiencing significant labour shortages.

In addition to the developments and issues raised for the sport sub-sector workforce, the aquatics and community recreation workforces have recently been impacted by:

Aquatic and Community Recreation
Workers can be involved in delivering community-oriented activities such as sport, aquatics, personal development programs, rehabilitation programs and government initiatives.
Job role/s
- Aquatic Leisure Centre Assistant - Aquatic Operator - Community Activities Officer - Community Recreation Activity Assistant - Community Recreation Centre Manager - Leisure Assistant - Lifesaver - Lifeguard (ANZSCO 452414) - Recreation Leader - Recreation Officer (ANZSCO 272612) - Swimming Instructor/Teacher - Swimming Coach - Groundsperson - Asset and Facility Manager - Volunteer Coordinator

- **The end of COVID 19 restrictions led to a spike in demand for swim lessons** as parents/carers quickly started rebooking children into lessons and new families started seeking swim lessons for first-time swimmers. For example, the 2-year-old child at the beginning of the pandemic was 4 years old when all restrictions were removed. These 4-year-olds had no previous water safety skills or experience in the water. A 7 year old needed to recommence and learn skills they would have otherwise learned at 5. The aquatic industry is still progressing through learn to swim waiting lists.

- There were 145 drowning deaths during the summer of 2021/22.[110] This represents a 44% increase on the 10-year average. 339 people drowned in the in Australian waterways during 2021/22 representing an increase of 24% on the 10-year average. A high proportion (82%) of drownings were males and the drownings happened over a number of aquatics settings. Adequate supply of lifeguards in supervised swimming areas is essential to help reduce drownings, as well as public education programs directed primarily at adults.

[107] Information provided to SkillsIQ. The report was not officially published at the time of writing.
[108] Jobs and Skills Australia (JSA) Occupation data Swimming Coaches and Instructors ANZSCO 452315 [Viewed 27 March 2023]
[109] Jobs and Skills Australia (JSA) Occupation data Lifeguard ANZSCO 452414 [Viewed 27 March 2023]
[110] Royal Life Saving Society - Royal Life Saving National Drowning Report 2022, Sydney Australia.

5.3 Fitness

Workforce profile and issues

Across Australia there are approximately **30,600 employed fitness instructors** and **4,300 employed fitness centre managers**. The female share of the fitness instructor workforce is equivalent to 60% and full-time employment is not common with only one in four (23%) employed full-time.[111] **Personal trainers** play a significant role in the sector and estimates indicate there are approximately **8,300 across Australia**[112] although some institutes estimate there to be **40,000 registered personal trainers**.[113]

The workforce experienced significant disruptions since the COVID-19 pandemic started, with many lockdowns forcing gyms and fitness studios to close their operations. Personal trainers shifted their operations outside of gyms and began to deliver one-on-one and group activities in virtual settings. The use of technology and online platforms (i.e. YouTube videos) has climbed sharply through the years and the workforce has been adapting its services to meet consumer demand and expectations.

Fitness
Workers will mainly be based in health clubs, fitness centres and/or gyms and deliver exercise and fitness training and support to the public.
Job role/s
- Exercise Instructor - Fitness Instructor (ANZSCO 4521) - Fitness Centre Manager (ANZSCO 149112) - Fitness Services Coordinator - Gym Instructor - Group Exercise Instructor - Personal Trainer - Aerobic Instructor - Personal Training Manager

Despite the setback of COVID-19 in reducing workforce numbers, the industry is on track to recover strongly. Employment forecasts show that up to 3,600 additional fitness instructors will be needed by 2026 (see Figure 21). A number of future trends suggest growth in the provision of fitness programs for older adults, as well as developing fitness programs focusing on improving balance, coordination, strength and endurance via functional fitness training will dominate demand.[114]

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[111] Jobs and Skills Australia (JSA) Occupation data Fitness Instructor ANZSCO 4521 [Viewed 27 March 2023]

[112] IBISWorld (July 2022) Personal Trainers in Australia OD4195.

[113] TAFE NSW. How to become a personal trainer [Viewed 27 March 2023]

[114] Kercher, Vanessa M. (Martinez) Ph.D., M.Ed., FACSM, ACSM-EP, CHWC; Kercher, Kyle Ph.D., ACSM-EP, CPT, CSCS, PMP, CHWC; Levy, Paul MPH; Bennion, Trevor DHSc; Alexander, Chris ESSAM, AEP, AES; Amaral, Paulo Costa Ph.D., MBA, M.Sc.; Batrakoulis, Alexios Ph.D., M.S., ACSM-EP, ACSM-CPT, ACSM-EIM; Chávez, Lino Francisco Jacobo Gómez Ph.D.; Cortés-Almanzar, Paola Ph.D.; Haro, Jorge López B.Sc., M.Sc.; Zavalza, Adrián Ricardo Pelayo M.S.; Rodríguez, Luis Eduardo Aguirre B.Sc.; Franco, Susana Ph.D.; Santos-Rocha, Rita Ph.D.; Ramalho, Fátima Ph.D.; Simões, Vera Ph.D.; Vieira, Isabel M.Sc.; Ramos, Liliana Ph.D.; Veiga, Oscar L. Ph.D., M.Sc.; Valcarce-Torrente, Manel Ph.D., M.Sc.; Romero-Caballero, Alejandro Ph.D. M.Sc. 2023 Fitness Trends from Around the Globe. ACSM's Health & Fitness Journal 27(1):p 19-30, 1/2 2023. | DOI: 10.1249/FIT.0000000000000083

Figure 21: Employment Outlook for selected 4-digit ANZSCO - Fitness

Figure 22: Internet Vacancy Index (IVI) - detailed occupational level Jan-20 to Feb 23
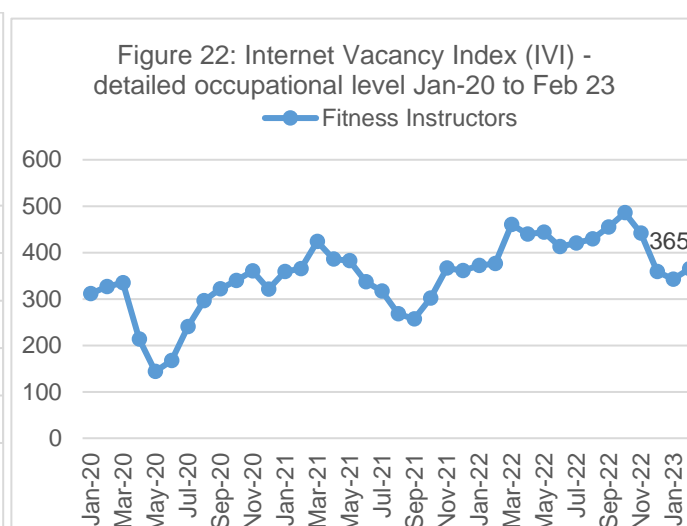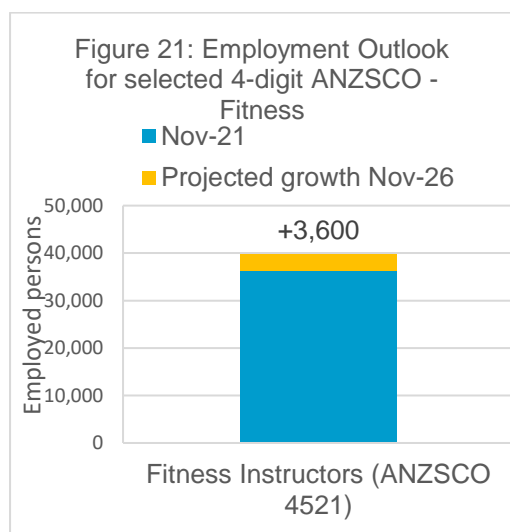
Source: Jobs and Skills Australia. Internet Vacancy Index (IVI)

The fitness sector reports a **major undersupply of trained staff** noting attraction and retention of staff is still presenting more acute challenges than in the past due to a competitive and tight job market (i.e. low unemployment rate). The current vacancy rate for fitness instructors is 365 (February 2023) having peaked at over 480 vacancies in October 2022 (see Figure 22).

5.4 Outdoor recreation

Workforce profile and issues

The Outdoor Council of Australia estimates that the number of people working in the outdoor recreation sector is **approximately 10,000 workers**. Workers can be based in public and private lands, outdoor centres, tourism destinations and camps, with the commonality of the workplace representing the natural environment of the recreation activity. As outlined in the descriptor box, the job roles are extensive as they represent the breadth of activities which represent 'outdoor recreation'.

National JSA estimates show that there are **approximately 3,500 outdoor adventure guides** employed across the country. Just over a third (37%) are female and just under half (47%) are employed full-time. The average age of a worker is 30 years. This profile however will certainly vary across the different outdoor activities conducted, although specific data to confirm this is not available.

Industry has voiced critical occupational shortages in role types such as outdoor recreation guides and leaders (particularly for outdoor education). The outdoors recreation sector has raised workforce issues regarding:

Outdoor Recreation

Workers deliver recreational activities and programs in the natural environment. It can involve nature-based tourism, camps and outdoor education, adventure therapy and outdoor activities such as cycling, fishing and bushwalking.

Job role/s
- Outdoor Adventure Guide (ANZSCO 4522) - Outdoor Adventure Instructor - Outdoor Activity Assistant - Outdoor Leader - Outdoor Recreation Program Manager - Canyoning or Climbing Guide - Mountain and Glacier Guide - Trekking Guide - Whitewater Rafting Guide - Cycle Tour Guide, Horse Trekking Guide - Sea Kayaking Guide - Skydiving Instructor - Scout Leader - Nature Therapy - SCUBA instructor

- **Lack of qualified staff** which is creating staff burnout and increased risk of incidents occurring. Incidents in outdoor activities will have further impacts on insurance, sustainability and the reputation of the sector.
- **Training is being taken up for personal/leisure reasons and not for careers**. The sector is not viewed as providing stable professions or trade occupations.
- **Increasing demand for Nature Therapy** is being driven due to increasing incidences of mental health challenges across the community. Outdoor recreation and its workforce plays a significant role in delivering opportunities and activities across different natural environments which have been associated with lower risks of mental health disorders such as anxiety and depression.

Recent development regarding outdoor recreation and its workforce are:
- Recent changes to the Industrial Relations laws have led to an increase in costs for employers in the sector
- Shortage of mid and senior managers with field experience supervising inexperienced staff further exacerbates the increased risks to both staff and participants.

5.5 Workforce development opportunities and issues [all Sport and Recreation]
Overall employment in the sport and recreation sector has historically been highly casualised. It was severely debilitated during the COVID-19 pandemic and many casual staff left the industry as they did not benefit from government support packages offered during the pandemic. **Critical occupational shortages continue** in role types such as outdoor recreation guides and leaders (particularly for outdoor education), lifeguards, swim teachers, fitness instructors, personal trainers, group fitness instructors, aqua exercise instructors and coaches.[115]

Key opportunities to support the sectors to address their workforce challenges include:

- [Aquatics] **An industry-wide workforce development strategy** - At the National Aquatic Symposium held in March 2023, references were made to the need for collaborative efforts from across the aquatic sector to:
  o find solutions for the staff shortage; and
  o encourage staff retention within the industry.

  Funding has been made available to different providers by state and territory jurisdictions, and while this funding may have eased the problem for some providers (locally), the benefits have not been felt industry-wide. There is an opportunity to engage with employers to consult and develop a national workforce strategy that provides a framework and milestones so the sector can work towards a shared goal to improve access to a skilled workforce.

- **Career pathways for school leavers** (VET in School programs, VETiS) - A number of VET sport and recreation Certificate II and III qualifications are delivered in VETiS programs and registering high levels of enrolments. The percentage of VETiS versus total enrolments (see Appendix C Total enrolments in the SIS Training Package) average over 4 years is very high in the following:

  o *Certificate II in Sport and Recreation* (73% with 11,150 enrolments in 2021)
  o *Certificate II in Sport Coaching* (80% with 2,015 enrolments)
  o *Certificate II in Outdoor Recreation* (63% with 3,385 enrolments)

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[115] Various sources: 2019 Sport and Recreation Industry Reference Committee Industry Skills Forecast (SkillsIQ); AUSActive March 2022 Employment Survey [Available at: https://ausactive.org.au/news/eased-isolation-restrictions-a-boost-for-industry-skill-shortage/]

o *Certificate III in Sport and Recreation* (56% with 10,500 enrolments)
o *Certificate III in Sport Coaching* (77% with 2,185 enrolments)

While there is a marked drop in *Certificate III in Fitness* (30%), the cohort size remains high at 11,870 enrolments. This would suggest that there is an opportunity for industry employers to work with schools and VETiS providers to ensure that Units of Competency included in these qualifications are selected to complement local industry shortages in the sport and recreation sector. Graduates from these programs could fill vacancies in sport coaching for junior levels, lifeguards and swim teachers, group fitness providers and outdoor leaders. Pathways to health and tourism may also be relevant and should be explored to support labour shortages experienced in these sectors, particularly allied health.

5.6 Skills training priorities [all Sport and Recreation]

Sport, aquatic and recreation VET qualifications published in December 2022 have been created to support career progression and attract staff to the industry. The qualifications have been redesigned and provide complementary transition from skills sets to full qualifications. Implementation workshops directed at both RTOs and employers would assist a smoother transition period to the new qualifications. They can also be used as a platform to provide a better understanding of how skill sets and qualifications could be delivered in VETiS to support a supply of casual swim teachers and lifeguards in regional and remote areas.

The number of RTOs offering the full range of SIS Training Package products has been decreasing over the years. A number of RTOs who traditionally have offered the Certificate III and IV in Outdoor Leadership have ceased offering the course. Staff shortages noted across the sector would indicate that there should be an increase in offerings at this time. Some report that the outdoor qualifications are particularly expensive to deliver due to the equipment requirements and the need to train and assess the activities in an outdoor environment. The alternative to formalised training in this high-risk area of in-house, non-accredited training, is becoming more prevalent even though it is not encouraged by the outdoor peak bodies.

Engagement with employers, peak bodies and RTOs can provide an opportunity to further explore the barriers to offering the qualifications (i.e. lack of partnership arrangements, lack of leadership and supervisory skills etc.) in order to inform a collaborative solution.

Section 6.0 Consideration for national workforce planning

The workforce analyses have uncovered a number of common macro-level economic and social factors which have been shaping the labour markets focus. The issues listed below provide a foundation of context for consideration when setting workplace planning activities at a national level.

- **Demand for services is increasing** and this is driven by population changes including an ageing population, higher incidences of varying health conditions and mental health illnesses across the general population. Lifestyle changes are also driving demand for preventative health and recreation services that promote staying active.

- **Labour shortages** are one of the constraints impacting service provision across the industries and contributing to a significant level of unmet demand for services. The shortages are resulting in a number of sectors utilising higher number of workforce entrants than would otherwise be the case.

- **Australia's geographic scale and population distribution** (i.e. metro, regional, remote and rural areas) needs to be taken into account in workforce planning. Often the challenges of workforce shortages are magnified in regional areas or have additional levels of complexity which need to be identified and addressed.

- **The sectors involve direct contact with vulnerable people** – children, Older Australians, people living with disability, people living with a chronic health illness, low socioeconomic status, homeless individuals, Aboriginal and Torres Strait Islander communities, Culturally and Linguistically Diverse (CALD) communities and many others facing health and financial hardships.

- **The sectors are particularly sensitive to policy settings.** There are regulatory frameworks at national and state levels for some sectors. Many of these include direct relationships to the workforce, such as registration requirements of workers and minimum staff numbers in a workplace.

- **There are changing models of service delivery** which, in turn, bring into question how work is organised and allocated between a multi or interdisciplinary team of different providers. There have been significant shifts in the scope (and demarcation) of many job roles and they have evolved over time. It is critical that moving forward, references to occupations and skills reflect these changes.

- **There is an increasing acknowledgement of the importance and prevalence of interdisciplinary teams** and multi professional interactions and more holistic approaches. Employers are increasingly requiring cross-sector skills and there is a need to rapidly upgrade or extend existing skills of the workforce.

- **Sectors have relied significantly on public funding,** however there have been shifts to privatisation and private service models. In recent years, shifts to resume public ownership have been noted across a number of jurisdictions including New South Wales, Victoria and South Australia.

- **Recent labour market policy developments regarding migration and pay rises** i.e. Fair Work Legislation Amendment (Secure Jobs, Better Pay) Bill 2022 aim to support many of the sectors with an increased supply of skilled workers, enhanced working conditions, job security and gender equity.

- **Qualification and skills structures have traditionally had clear demarcation** between university-level qualifications (i.e. registered nurses, doctors, specialists, allied health professionals) and VET-level qualifications (i.e. assistive roles generally under the supervision of a senior staff member in health, clinical and non-clinical, as well as administrative and technical roles). There is growing support for establishing clear employment (and training) pathways within and across settings so workers see value and opportunities for career progression in the sectors. These pathways provide the potential capacity for skills development to meet employers' demand for higher level skills through effective workforce development programs.

- **Micro-credentials are increasingly playing an important role** in skills training. They could also play an important role in transferring skills and building capacity for workforces, provided with sound entry level qualifications. They need to be better structured within the broader structure of nationally accredited training.

The Commonwealth Governments established initiatives[116] have put workforce skills and tackling the severe workforce and skills challenges faced by industries, at the forefront of policy in the post COVID-19 operating environment. Our sectors' challenge is to capitalise on these opportunities with workforce development programs that embrace innovation, address growing demand and limitations on workforce supply to ensure service delivery, quality and productivity are maximised.

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[116] Examples include the Jobs and Skills Summit (September 2022), Jobs and Skills Australia (October 2022) and the introduction of the Fair Work Legislation Amendments (Secure Jobs, Better Pay) Bill 2022.

Section 7.0 Summary of workforce and skills training priorities

Skills priorities and training package reviews raised as urgent (i.e. high priority) are summarised below. Please refer to the respective sectors in the main document for background information and rationale.

Children's Education and Care

No urgent (high) skills training priorities raised for the sub-sectors.

Aged and Disability Services

Aged Care

Qualification	Priority
Certificate IV in Ageing Support	High
CHCSS00121 Entry to Certificate IV in Ageing Support	High

Health and Human Services

Employment Services & Career Development

Qualification	Priority
CHC41215 Certificate IV in Career Development	High
CHC41115 Certificate IV in Employment Services	High
CHC81315 Graduate Certificate in Career Development Practice	High

Mental Health and Alcohol and Other Drugs

Qualification	Priority
CHC43315 Certificate IV in Mental Health	High
CHC43515 Certificate IV in Mental Health Peer Work	High
CHC53315 Diploma of Mental Health	High
CHC43215 Certificate IV in Alcohol and Other Drugs	High
CHC53215 Diploma of Alcohol and Other Drugs	High

Volunteering

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

Dental

Qualification	Priority
HLT35115 Certificate III in Dental Laboratory Assisting	High
HLT55118 Diploma of Dental Technology	High
HLT65015 Advanced Diploma of Dental Prosthetics	High

Technicians Support Services

Qualification	Priority
HLT37015 Certificate III in Sterilisation Services	High
HLT47015 Certificate IV in Sterilisation Services	High

Sport and Recreation

No urgent (high) skills training priorities raised for the sub-sectors.

Appendix A Health Care and Social Assistance industry – occupations by skills levels

ANZSCO skill level 1

ANZSCO code	Occupation title	Number employed - all industries	Proportion employed in this industry
253111	General Practitioner	42,213	96%
254412	Registered Nurse (Aged Care)	38,655	97%
254415	Registered Nurse (Critical Care and Emergency)	32,780	97%
254499	Registered Nurses nec	24,269	91%
2525	Physiotherapist	20,665	95%
254423	Registered Nurse (Perioperative)	19,071	98%
2541	Midwife	18,221	96%
254418	Registered Nurse (Medical)	17,332	96%
2725	Social Worker	21,684	71%
2543	Nurse Manager	15,991	94%
254424	Registered Nurse (Surgical)	15,082	97%
254422	Registered Nurse (Mental Health)	13,994	93%
134299	Health and Welfare Services Managers nec	15,765	78%
252312	Dentist	11,862	97%
253112	Resident Medical Officer	11,468	98%
272613	Welfare Worker	19,761	57%
272311	Clinical Psychologist	13,354	84%
2524	Occupational Therapist	12,281	87%
2346	Medical Laboratory Scientist	16,142	61%
254414	Registered Nurse (Community Health)	11,000	80%
254421	Registered Nurse (Medical Practice)	8,856	97%
251211	Medical Diagnostic Radiographer	8,218	97%
1341	Child Care Centre Manager	11,119	67%
2411	Early Childhood (Pre-primary School) Teacher	26,986	26%
252712	Speech Pathologist	7,210	76%
254425	Registered Nurse (Paediatrics)	5,250	97%
251214	Sonographer	4,747	98%
111211	Corporate General Manager	47,951	9%
2532	Anaesthetist	4,275	99%
1111	Chief Executive or Managing Director	52,650	8%
251411	Optometrist	4,175	97%
254413	Registered Nurse (Child and Family Health)	5,359	75%
254417	Registered Nurse (Disability and Rehabilitation)	4,291	93%
1323	Human Resource Manager	43,993	9%
252111	Chiropractor	3,694	99%
2526	Podiatrist	3,674	97%
251111	Dietitian	4,003	87%
254211	Nurse Educator	4,302	74%

ANZSCO code	Occupation title	Number employed - all industries	Proportion employed in this industry
251511	Hospital Pharmacist	3,660	84%
251911	Health Promotion Officer	4,595	65%
2534	Psychiatrist	3,074	95%
1322	Finance Manager	45,349	6%
253912	Emergency Medicine Specialist	2,707	98%
223111	Human Resource Adviser	24,183	11%
134211	Medical Administrator	2,760	82%
253917	Diagnostic and Interventional Radiologist	2,122	99%
252213	Naturopath	2,687	77%
253915	Pathologist	2,097	96%
272314	Psychotherapist	2,238	89%
134212	Nursing Clinical Director	2,139	92%
234915	Exercise Physiologist	2,511	72%
251212	Medical Radiation Therapist	1,870	97%
411214	Dental Therapist	1,833	95%
252711	Audiologist	1,853	91%
253321	Paediatrician	1,729	98%
254411	Nurse Practitioner	1,699	93%
2233	Training and Development Professional	17,799	9%
252112	Osteopath	1,506	99%
251312	Occupational Health and Safety Adviser	15,640	9%
2722	Minister of Religion	16,566	9%
272112	Drug and Alcohol Counsellor	1,619	87%
251513	Retail Pharmacist	18,656	7%
253913	Obstetrician and Gynaecologist	1,356	99%
252211	Acupuncturist	1,340	98%
139914	Quality Assurance Manager	13,525	9%
411211	Dental Hygienist	1,302	98%
272113	Family and Marriage Counsellor	1,389	88%
224213	Health Information Manager	1,542	79%
2253	Public Relations Professional	14,991	8%
223112	Recruitment Consultant	26,234	5%
225412	Sales Representative (Medical and Pharmaceutical Products)	8,343	14%
252311	Dental Specialist	1,145	97%
253399	Specialist Physicians nec	1,199	91%
253514	Orthopaedic Surgeon	1,109	98%
272199	Counsellors nec	3,914	27%
2422	Vocational Education Teacher	30,536	3%
272114	Rehabilitation Counsellor	1,585	62%
252214	Traditional Chinese Medicine Practitioner	982	97%
411112	Intensive Care Ambulance Paramedic	944	98%
253999	Medical Practitioners nec	1,031	89%
253914	Ophthalmologist	852	97%
251412	Orthoptist	827	96%

ANZSCO code	Occupation title	Number employed - all industries	Proportion employed in this industry
262113	Systems Administrator	12,654	6%
253312	Cardiologist	804	98%
252299	Complementary Health Therapists nec	898	85%
254212	Nurse Researcher	1,053	71%
272412	Interpreter	3,895	19%
224912	Liaison Officer	4,165	17%
251311	Environmental Health Officer	3,493	21%
224712	Organisation and Methods Analyst	6,889	10%
1325	Research and Development Manager	10,607	7%
251213	Nuclear Medicine Technologist	705	98%
253314	Medical Oncologist	693	95%
272399	Psychologists nec	1,227	53%
253317	Intensive Care Specialist	646	99%
253311	Specialist Physician (General Medicine)	657	97%
1321	Corporate Services Manager	6,982	9%
134214	Welfare Centre Manager	1,013	61%
272612	Recreation Officer	1,821	30%
234999	Natural and Physical Science Professionals nec	1,030	53%
224412	Policy Analyst	13,213	4%
262111	Database Administrator	6,117	8%
253511	Surgeon (General)	496	98%
253911	Dermatologist	469	99%
139913	Laboratory Manager	2,385	19%
131114	Public Relations Manager	6,214	7%
241511	Special Needs Teacher	17,977	2%
251112	Nutritionist	794	53%
234914	Physicist	1,292	29%
253318	Neurologist	371	96%
253316	Gastroenterologist	360	99%
233913	Biomedical Engineer	838	42%
253517	Plastic and Reconstructive Surgeon	347	100%
251999	Health Diagnostic and Promotion Professionals nec	390	81%
251912	Orthotist or Prosthetist	388	79%
253518	Urologist	295	99%
272312	Educational Psychologist	3,142	9%
253515	Otorhinolaryngologist	268	100%
224113	Statistician	3,226	8%
253918	Radiation Oncologist	250	97%
234599	Life Scientists nec	962	23%
253513	Neurosurgeon	221	98%
253315	Endocrinologist	209	99%
134213	Primary Health Organisation Manager	234	82%
253324	Thoracic Medicine Specialist	193	95%

ANZSCO code	Occupation title	Number employed - all industries	Proportion employed in this industry
272115	Student Counsellor	2,712	6%
253322	Renal Medicine Specialist	171	96%
252212	Homoeopath	166	92%
2232	ICT Trainer	1,802	8%
253323	Rheumatologist	145	100%
272313	Organisational Psychologist	441	32%
253313	Clinical Haematologist	124	98%
253512	Cardiothoracic Surgeon	121	100%
253521	Vascular Surgeon	120	100%
234517	Microbiologist	703	16%
249211	Art Teacher (Private Tuition)	1,495	7%
253516	Paediatric Surgeon	107	100%
234514	Biotechnologist	573	13%
272413	Translator	1,459	5%
254416	Registered Nurse (Developmental Disability)	67	70%
272611	Community Arts Worker	475	8%
234513	Biochemist	133	23%

ANZSCO skill level 2

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
411411	Enrolled Nurse	33,798	94%
512211	Health Practice Manager	17,428	96%
411711	Community Worker	24,077	63%
4116	Massage Therapist	14,653	90%
411111	Ambulance Officer	12,687	96%
5121	Office Manager	109,391	8%
511112	Program or Project Administrator	85,106	10%
411716	Youth Worker	12,073	55%
5211	Personal Assistant	50,760	12%
311213	Medical Laboratory Technician	6,173	88%
3513	Chef	77,825	5%
411712	Disabilities Services Officer	6,421	58%
521211	Secretary (General)	32,035	9%
411713	Family Support Worker	3,378	70%
313112	ICT Customer Support Officer	36,021	6%
311299	Medical Technicians nec	2,317	80%
149913	Facilities Manager	16,717	10%
311215	Pharmacy Technician	5,519	23%
4115	Aboriginal and Torres Strait Islander Health Worker	1,324	86%
411715	Residential Care Officer	1,548	64%
141912	Retirement Village Manager	966	85%

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
411213	Dental Technician	2,694	30%
512299	Practice Managers nec	3,490	22%
411212	Dental Prosthetist	821	80%
311212	Cardiac Technician	681	91%
311211	Anaesthetic Technician	603	97%
312999	Building and Engineering Technicians nec	4,128	11%
311413	Life Science Technician	2,300	12%
4314	Hotel Service Manager	7,195	4%
411412	Mothercraft Nurse	182	79%

ANZSCO skill level 3

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
421111	Child Care Worker	95,429	67%
311216	Pathology Collector	8,949	98%
3514	Cook	39,890	16%
421114	Out of School Hours Care Worker	8,513	62%
399913	Optical Dispenser	4,786	94%
4113	Diversional Therapist	4,482	94%
362211	Gardener (General)	28,313	6%
599915	Clinical Coder	1,295	94%
311214	Operating Theatre Technician	1,118	97%
423411	Child or Youth Residential Care Assistant	865	79%
4511	Beauty Therapist	24,558	2%
451815	First Aid Trainer	854	28%
399914	Optical Mechanic	447	51%
323314	Precision Instrument Maker and Repairer	1,702	12%
423413	Refuge Worker	266	75%
441211	Emergency Service Worker	1,129	11%

ANZSCO skill level 4

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
4231	Aged or Disabled Carer	129,712	88%
542114	Medical Receptionist	46,166	97%
423312	Nursing Support Worker	35,745	96%
423313	Personal Care Assistant	28,650	95%
5311	General Clerk	208,596	12%
542111	Receptionist (General)	89,790	27%
4232	Dental Assistant	21,710	97%
421112	Family Day Care Worker	13,822	96%

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
423311	Hospital Orderly	12,330	93%
542112	Admissions Clerk	6,873	96%
423314	Therapy Aide	5,326	94%
532111	Data Entry Operator	37,405	13%
711914	Sterilisation Technician	4,044	94%
451511	Natural Remedy Consultant	4,055	89%
5513	Payroll Clerk	24,596	13%
532113	Word Processing Operator	6,071	47%
5994	Human Resources Clerk	10,349	22%
421113	Nanny	7,176	24%
442217	Security Officer	38,478	4%
451899	Personal Service Workers nec	4,795	31%
599914	Radio Despatcher	3,797	22%
731211	Bus Driver	32,468	2%
6214	Pharmacy Sales Assistant	32,939	2%
451816	Religious Assistant	2,067	23%
422115	Preschool Aide	3,745	11%
599916	Facilities Administrator	2,837	11%
599515	Social Security Assessor	8,053	3%
7114	Photographic Developer and Printer	1,133	18%
451513	Herbalist (Western)	131	84%

ANZSCO skill level 5

ANZSCO code	Occupation	Number employed - all industries	Proportion employed in this industry
8513	Kitchenhand	106,327	20%
8112	Commercial Cleaner	122,644	13%
811511	Laundry Worker (General)	10,026	28%
8993	Handyperson	29,283	9%
5613	Filing or Registry Clerk	11,899	21%
561211	Courier	21,981	11%
811411	Commercial Housekeeper	25,413	9%
8113	Domestic Cleaner	34,823	7%
5616	Switchboard Operator	3,117	30%
839999	Factory Process Workers nec	2,249	33%
621712	Door-to-door Salesperson	3,921	15%
811412	Domestic Housekeeper	5,460	10%
839918	Recycling Worker	1,800	12%
621911	Materials Recycler	2,157	6%
851299	Food Trades Assistants nec	935	11%

Appendix B.1 Total Program Enrolments – CHC Community Services Training Packages (2018 – 2021)

Tables:

CHC Community Services Training Package Products – Programs

CHC Community Services Training Package Products – Skill Sets

CHC Community Services Training Package Products – VET in Schools

CHC Community Services Training Package Products – Programs

Program name	2018	2019	2020	2021
TOTAL CHC	332,930	361,540	373,565	425,465
CHC14015 - Certificate I in Active Volunteering	520	560	500	450
CHC20108 - Certificate II in Community Services	15	-	-	-
CHC20112 - Certificate II in Community Services	5	15	-	-
CHC22015 - Certificate II in Community Services	6,485	8,160	8,620	9,410
CHC24015 - Certificate II in Active Volunteering	2,715	3,235	4,715	5,950
CHC30102 - Certificate III in Aged Care Work	-	10	-	-
CHC30112 - Certificate III in Community Services Work	20	-	-	-
CHC30113 - Certificate III in Early Childhood Education and Care	52,835	55,005	55,030	64,075
CHC30121 - Certificate III in Early Childhood Education and Care	-	-	-	370
CHC30212 - Certificate III in Aged Care	30	-	-	-
CHC30213 - Certificate III in Education Support	17,845	18,565	19,830	22,870
CHC30221 - Certificate III in School Based Education Support	-	-	-	265
CHC30408 - Certificate III in Disability	10	-	-	-
CHC32015 - Certificate III in Community Services	20,090	21,795	23,625	22,155
CHC33015 - Certificate III in Individual Support	68,655	79,500	86,295	91,025
CHC34015 - Certificate III in Active Volunteering	930	445	655	600
CHC40113 - Certificate IV in School Age Education and Care	480	520	440	485
CHC40213 - Certificate IV in Education Support	10,400	14,080	14,435	16,590
CHC40221 - Certificate IV in School Based Education Support	-	-	-	335
CHC40312 - Certificate IV in Disability	30	-	-	-
CHC40313 - Certificate IV in Child, Youth and Family Intervention	3,255	3,265	3,365	4,265
CHC40412 - Certificate IV in Alcohol and Other Drugs	5	-	-	-
CHC40413 - Certificate IV in Youth Work	5,405	6,155	6,910	7,730
CHC40508 - Certificate IV in Mental Health	-	-	-	10
CHC40512 - Certificate IV in Mental Health	5	-	-	-

Program name	2018	2019	2020	2021
CHC40513 - Certificate IV in Youth Justice	275	195	220	205
CHC40708 - Certificate IV in Community Services Work	10	-	-	-
CHC40902 - Certificate IV in Community Services Work	5	5	-	-
CHC40912 - Certificate IV in Social Housing	30	5	-	-
CHC41015 - Certificate IV in Celebrancy	2,070	2,450	2,910	2,975
CHC41115 - Certificate IV in Employment Services	500	470	570	915
CHC41215 - Certificate IV in Career Development	285	255	360	360
CHC42015 - Certificate IV in Community Services	8,445	9,835	10,515	12,510
CHC42115 - Certificate IV in Community Development	225	265	350	400
CHC42215 - Certificate IV in Social Housing	960	800	380	340
CHC42221 - Certificate IV in Housing	-	-	-	40
CHC42315 - Certificate IV in Chaplaincy and Pastoral Care	445	425	450	525
CHC43015 - Certificate IV in Ageing Support	19,320	21,295	14,970	16,035
CHC43115 - Certificate IV in Disability	11,160	14,185	17,905	24,530
CHC43215 - Certificate IV in Alcohol and Other Drugs	1,940	1,725	1,620	1,885
CHC43315 - Certificate IV in Mental Health	6,205	7,525	9,635	12,410
CHC43415 - Certificate IV in Leisure and Health	2,945	3,210	3,455	4,205
CHC43515 - Certificate IV in Mental Health Peer Work	705	720	1,060	1,225
CHC44015 - Certificate IV in Coordination of volunteer programs	65	145	125	120
CHC50108 - Diploma of Disability	20	5	-	-
CHC50113 - Diploma of Early Childhood Education and Care	52,240	48,750	44,945	49,770
CHC50121 - Diploma of Early Childhood Education and Care	-	-	-	140
CHC50213 - Diploma of School Age Education and Care	1,565	1,515	1,185	1,485
CHC50313 - Diploma of Child, Youth and Family Intervention	855	925	1,035	1,335
CHC50413 - Diploma of Youth Work	2,290	1,505	1,465	1,540
CHC50513 - Diploma of Youth Justice	15	5	10	-
CHC50612 - Diploma of Community Services Work	95	180	-	-
CHC51015 - Diploma of Counselling	5,970	6,195	6,310	8,330
CHC51115 - Diploma of Financial Counselling	365	465	795	1,035
CHC51712 - Diploma of Counselling	40	35	20	-
CHC52015 - Diploma of Community Services	17,815	20,410	21,945	27,755
CHC52115 - Diploma of Community Development	190	145	170	130
CHC52212 - Diploma of Community Services Coordination	-	5	-	-
CHC53215 - Diploma of Alcohol and Other Drugs	910	865	770	705
CHC53315 - Diploma of Mental Health	2,265	2,700	2,810	4,000
CHC53415 - Diploma of Leisure and Health	335	270	260	315

Program name	2018	2019	2020	2021
CHC62015 - Advanced Diploma of Community Sector Management	2,345	2,340	2,235	2,905
CHC81015 - Graduate Diploma of Relationship Counselling	35	50	60	85
CHC81115 - Graduate Diploma of Family Dispute Resolution	130	185	200	270
CHC81215 - Graduate Certificate in Statutory Child Protection	-	-	5	15
CHC81315 - Graduate Certificate in Career Development Practice	40	75	300	280
CHC82015 - Graduate Certificate in Client Assessment and Case Management	60	95	95	90

CHC Community Services Training Package Products – Skill Sets

Skill Set	2018	2019	2020	2021
CHCSS00003 (REC ID 13) - Basic foot care skill set - community services focus	0	0	0	0
CHCSS00004 (REC ID 13) - Basic foot care skill set - health focus	0	0	0	0
CHCSS00005 (REC ID 13) - Career development practice skill set	0	0	0	0
CHCSS00006 (REC ID 13) - Case management skill set	0	0	0	0
CHCSS00007 (REC ID 13) - Chronic disease self management skill set	0	0	0	0
CHCSS00008 (REC ID 13) - Community sector team leadership skill set	0	0	0	0
CHCSS00009 (REC ID 13) - Dementia support skill set - planning and coordination	0	0	0	0
CHCSS00010 (REC ID 13) - Dementia support skill set - service delivery	0	0	0	0
CHCSS00013 (REC ID 13) - Disability work skill set - active support of clients with a disability	0	0	0	0
CHCSS00014 (REC ID 13) - Disability work skill set - behaviour support	0	0	0	0
CHCSS00015 (REC ID 13) - Disability work skill set - disability advocacy	0	0	0	0
CHCSS00017 (REC ID 13) - Disability work skill set - people with a disability who are older	0	0	0	0
CHCSS00026 (REC ID 13) - High support and complex care skill set - aged care	0	0	0	0
CHCSS00029 (REC ID 13) - Leisure and recreation skill set - planning and delivery	0	0	0	0
CHCSS00031 (REC ID 13) - Literacy and numeracy tutor skill set	0	0	0	0
CHCSS00032 (REC ID 13) - Literacy tutor skill set	0	0	0	0
CHCSS00035 (REC ID 13) - Medication assistance skill set	0	0	0	0
CHCSS00037 (REC ID 13) - Mental health skill set - including recognise individuals at risk	0	0	0	0

Skill Set	2018	2019	2020	2021
CHCSS00038 (REC ID 13) - Mental health skill set - including respond to risk of suicide	0	0	0	0
CHCSS00042 (REC ID 13) - Oral health care skill set - personal client support (community services)	0	0	0	0
CHCSS00049 (REC ID 13) - Palliative approach skill set - plan and provide care	0	0	0	0
CHCSS00050 (REC ID 13) - Palliative approach skill set - provide support	0	0	0	0
CHCSS00052 (REC ID 13) - Problem gambling skill set	0	0	0	0
CHCSS00053 (REC ID 13) - Quality systems skill set for aged and community care sector	0	0	0	0
CHCSS00054 (REC ID 13) - Social housing work skill set	0	0	0	0
CHCSS00058 (REC ID 13) - Education support work skill set	0	0	60	14
CHCSS00060 (REC ID 13) - Early childhood skill set	0	0	8	8
CHCSS00063 (REC ID 13) - Working with families skill set	0	0	0	20
CHCSS00065 (REC ID 13) - Workforce Planning Skill Set	0	0	0	0
CHCSS00067 (REC ID 13) - Administer and Monitor Medication Skill Set	118	218	82	158
CHCSS00069 (REC ID 13) - Advocacy Skill Set	0	0	0	2
CHCSS00070 (REC ID 13) - Assist Clients with Medication Skill Set	2280	2429	1969	3056
CHCSS00071 (REC ID 13) - Basic Foot Care Skill Set	4	7	6	0
CHCSS00072 (REC ID 13) - Building Inclusive Practices in Early Childhood Education and Care Skill Set	67	496	441	62
CHCSS00073 (REC ID 13) - Case Management Skill Set	122	91	957	826
CHCSS00074 (REC ID 13) - Child Protection	66	258	368	317
CHCSS00075 (REC ID 13) - Chronic Disease Self-Management	23	16	0	0
CHCSS00077 (REC ID 13) - Financial Literacy Education	72	54	106	141
CHCSS00080 (REC ID 13) - Induction to Leisure and Health	55	52	27	100
CHCSS00081 (REC ID 13) - Induction to Disability	105	246	302	311
CHCSS00082 (REC ID 13) - Lead and Mentor	10	2	52	32
CHCSS00084 (REC ID 13) - Lead and support colleagues	0	0	16	280
CHCSS00085 (REC ID 13) - Pastoral and Spiritual Care	0	0	0	3
CHCSS00088 (REC ID 13) - Induction	0	41	116	88
CHCSS00089 (REC ID 13) - Service Coordination and Collaboration	0	0	0	0
CHCSS00090 (REC ID 13) - Supporting Children and Families with Complex Needs	1587	1975	616	113
CHCSS00091 (REC ID 13) - Team Leader	62	1598	691	112

Skill Set	2018	2019	2020	2021
CHCSS00092 (REC ID 13) - Alcohol and Other Drugs Co-existing Needs Skill Set	0	0	0	0
CHCSS00093 (REC ID 13) - Alcohol and Other Drugs Skill Set	11	43	0	0
CHCSS00094 (REC ID 13) - High Support and Complex Care - Disability Skill Set	0	0	4	4
CHCSS00095 (REC ID 13) - Dementia Support - Service Delivery Skill Set	128	190	58	72
CHCSS00096 (REC ID 13) - Disability Work - Behaviour Support Skill Set	3	39	37	81
CHCSS00097 (REC ID 13) - Individual Support - Ageing Skill Set	36	202	34	244
CHCSS00098 (REC ID 13) - Individual Support - Disability Skill Set	152	260	262	1014
CHCSS00099 (REC ID 13) - Individual Support - Home and Community (Ageing) Skill Set	23	53	19	32
CHCSS00100 (REC ID 13) - Individual Support - Home and Community (Disability) Skill Set	3	0	0	0
CHCSS00101 (REC ID 13) - Language, Literacy and Numeracy Tutor Skill Set	68	89	144	128
CHCSS00102 (REC ID 13) - Mental Health Co-existing Needs Skill Set	14	17	1	52
CHCSS00103 (REC ID 13) - Mental Health Peer Work Skill Set	2	0	34	79
CHCSS00105 (REC ID 13) - Palliative Approach Skill Set	120	107	6	54
CHCSS00108 (REC ID 13) - Career Development Skill Set	0	7	5	12
CHCSS00110 (REC ID 13) - Mediation Skill Set	5	1	0	2
CHCSS00111 (REC ID 13) - Problem Gambling Skill Set	6	0	0	0
CHCSS00113 (REC ID 13) - Crisis Support Skill Set	0	0	0	3
CHCSS00114 (REC ID 13) - Entry into Care Roles Skill Set	0	0	153	618

CHC Community Services Training Package Products – VET in Schools

Program name - VET in School	2018	2019	2020	2021
CHC10108 - Certificate I in Work Preparation (Community services)	-	-	-	-
CHC10212 - Certificate I in Active Volunteering	-	-	-	-
CHC14015 - Certificate I in Active Volunteering	325	335	365	370
CHC20108 - Certificate II in Community Services	15	-	-	-
CHC20112 - Certificate II in Community Services	-	15	-	-
CHC20212 - Certificate II in Active Volunteering	-	-	-	-
CHC22015 - Certificate II in Community Services	2,465	3,450	3,575	4,455
CHC24015 - Certificate II in Active Volunteering	2,485	2,875	3,110	4,055
CHC30112 - Certificate III in Community Services Work	-	-	-	-
CHC30113 - Certificate III in Early Childhood Education and Care	4,925	4,700	4,915	6,105
CHC30121 - Certificate III in Early Childhood Education and Care	-	-	-	85
CHC30212 - Certificate III in Aged Care	5	-	-	-
CHC30213 - Certificate III in Education Support	630	730	775	915
CHC32015 - Certificate III in Community Services	2,490	2,970	3,060	3,095
CHC33015 - Certificate III in Individual Support	1,135	980	960	1,115
CHC34015 - Certificate III in Active Volunteering	825	325	375	490
CHC40113 - Certificate IV in School Age Education and Care	-	-	5	30
CHC40213 - Certificate IV in Education Support	190	260	270	285
CHC40413 - Certificate IV in Youth Work	-	5	5	5
CHC42015 - Certificate IV in Community Services	15	60	85	130
CHC43015 - Certificate IV in Ageing Support	5	-	-	-
CHC43115 - Certificate IV in Disability	-	-	5	5
CHC50113 - Diploma of Early Childhood Education and Care	50	25	25	45
CHC50313 - Diploma of Child, Youth and Family Intervention	-	-	-	5
CHC50413 - Diploma of Youth Work	-	-	-	-
CHC51015 - Diploma of Counselling	-	-	-	-
CHC52015 - Diploma of Community Services	5	-	5	5

Appendix B.2 Total Program Completions – CHC Community Services Training Packages (2018 – 2021 preliminary)

CHC Community Services Training Package Products – Program Completions

Program name	2018	2019	2020	2021 (preliminary)
CHC14015 - Certificate I in Active Volunteering	355	335	310	235
CHC20112 - Certificate II in Community Services	-	-	-	-
CHC22015 - Certificate II in Community Services	2,610	3,970	3,925	3,610
CHC24015 - Certificate II in Active Volunteering	1,075	1,465	1,775	2,145
CHC30112 - Certificate III in Community Services Work	20	-	-	-
CHC30113 - Certificate III in Early Childhood Education and Care	15,720	15,695	12,260	15,320
CHC30121 - Certificate III in Early Childhood Education and Care	-	-	-	10
CHC30212 - Certificate III in Aged Care	-	-	-	-
CHC30213 - Certificate III in Education Support	5,505	6,385	5,270	6,250
CHC30312 - Certificate III in Home and Community Care	-	-	-	-
CHC30408 - Certificate III in Disability	5	-	-	-
CHC32015 - Certificate III in Community Services	3,240	3,775	3,635	4,015
CHC33015 - Certificate III in Individual Support	27,230	31,115	28,165	32,825
CHC34015 - Certificate III in Active Volunteering	575	140	300	260
CHC40108 - Certificate IV in Aged Care	-	-	-	-
CHC40113 - Certificate IV in School Age Education and Care	145	170	130	120
CHC40213 - Certificate IV in Education Support	3,685	4,955	4,430	5,020
CHC40221 - Certificate IV in School Based Education Support	-	-	-	10
CHC40312 - Certificate IV in Disability	-	-	-	-
CHC40313 - Certificate IV in Child, Youth and Family Intervention	460	645	805	775
CHC40412 - Certificate IV in Alcohol and Other Drugs	-	-	-	-
CHC40413 - Certificate IV in Youth Work	930	1,195	1,060	1,125
CHC40512 - Certificate IV in Mental Health	-	-	-	-
CHC40513 - Certificate IV in Youth Justice	170	65	130	90
CHC40608 - Certificate IV in Leisure and Health	-	-	-	-
CHC40708 - Certificate IV in Community Services Work	5	-	-	-
CHC41015 - Certificate IV in Celebrancy	135	715	810	960
CHC41115 - Certificate IV in Employment Services	140	130	150	155
CHC41215 - Certificate IV in Career Development	155	145	165	155
CHC42012 - Certificate IV in Employment Services	-	-	-	-
CHC42015 - Certificate IV in Community Services	2,765	3,300	2,500	2,925

Program name	2018	2019	2020	2021 (preliminary)
CHC42112 - Certificate IV in Career Development	-	-	-	-
CHC42115 - Certificate IV in Community Development	45	65	65	50
CHC42215 - Certificate IV in Social Housing	205	440	130	95
CHC42315 - Certificate IV in Chaplaincy and Pastoral Care	125	115	105	105
CHC42608 - Certificate IV in Celebrancy	-	-	-	-
CHC43015 - Certificate IV in Ageing Support	5,810	6,480	4,755	4,705
CHC43115 - Certificate IV in Disability	3,400	4,185	4,840	8,435
CHC43215 - Certificate IV in Alcohol and Other Drugs	540	465	410	510
CHC43315 - Certificate IV in Mental Health	1,215	1,360	1,090	1,740
CHC43415 - Certificate IV in Leisure and Health	835	885	705	1,070
CHC43515 - Certificate IV in Mental Health Peer Work	165	170	175	230
CHC44015 - Certificate IV in Coordination of volunteer programs	30	80	60	65
CHC50108 - Diploma of Disability	-	-	-	-
CHC50113 - Diploma of Early Childhood Education and Care	13,565	12,610	9,965	13,525
CHC50121 - Diploma of Early Childhood Education and Care	-	-	-	10
CHC50213 - Diploma of School Age Education and Care	425	345	270	345
CHC50313 - Diploma of Child, Youth and Family Intervention	190	270	235	255
CHC50412 - Diploma of Community Services (Alcohol, other drugs and mental health)	-	-	-	-
CHC50413 - Diploma of Youth Work	530	380	205	350
CHC50513 - Diploma of Youth Justice	5	5	5	-
CHC50612 - Diploma of Community Services Work	5	-	-	-
CHC50708 - Diploma of Community Development	-	-	-	-
CHC51015 - Diploma of Counselling	1,400	1,275	1,500	1,710
CHC51115 - Diploma of Financial Counselling	70	145	85	320
CHC51308 - Diploma of Education Support	-	-	-	-
CHC51712 - Diploma of Counselling	-	-	-	-
CHC52008 - Diploma of Community Services (Case management)	-	-	-	-
CHC52015 - Diploma of Community Services	4,100	4,790	5,045	6,515
CHC52108 - Diploma of Community Services (Financial counselling)	-	-	-	-
CHC52115 - Diploma of Community Development	75	50	55	40
CHC52212 - Diploma of Community Services Coordination	-	-	-	-
CHC53215 - Diploma of Alcohol and Other Drugs	130	135	105	110
CHC53315 - Diploma of Mental Health	280	325	350	590
CHC53415 - Diploma of Leisure and Health	115	40	25	55

Program name	2018	2019	2020	2021 (preliminary)
CHC60112 - Advanced Diploma of Disability	-	-	-	-
CHC62015 - Advanced Diploma of Community Sector Management	820	780	650	885
CHC80108 - Graduate Diploma of Community Sector Management	-	-	-	-
CHC80208 - Graduate Diploma of Relationship Counselling	-	-	-	-
CHC80308 - Graduate Diploma of Family Dispute Resolution	-	-	-	-
CHC81015 - Graduate Diploma of Relationship Counselling	10	15	15	45
CHC81115 - Graduate Diploma of Family Dispute Resolution	55	60	50	70
CHC81215 - Graduate Certificate in Statutory Child Protection	-	-	5	-
CHC81315 - Graduate Certificate in Career Development Practice	35	65	175	175
CHC82015 - Graduate Certificate in Client Assessment and Case Management	10	40	25	50

Appendix C.1 Total Program Enrolments – HLT Health Training Packages (2018 – 2021)

Tables:

HLT Health Training Package Products - Programs

HLT Health Training Package Products – Skill Sets

HLT Health Training Package Products – VET in Schools

HLT Health Training Package Products - Programs

Program name	2018	2019	2020	2021
TOTAL HLT	91,215	91,595	97,070	112,770
HLT20113 - Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	200	190	45	90
HLT21012 - Certificate II in Indigenous Environmental Health	55	25	15	15
HLT21015 - Certificate II in Medical Service First Response	1,865	2,305	1,770	1,165
HLT21020 - Certificate II in Medical Service First Response	-	-	-	255
HLT21107 - Certificate II in Emergency Medical Service First Response	-	-	20	-
HLT21112 - Certificate II in Emergency Medical Service First Response	5	-	-	-
HLT21207 - Certificate II in Health Support Services	5	-	-	-
HLT21212 - Certificate II in Health Support Services	80	10	-	-
HLT23215 - Certificate II in Health Support Services	4,100	6,005	6,495	7,710
HLT26015 - Certificate II in Population Health	25	20	-	-
HLT26115 - Certificate II in Indigenous Environmental Health	25	-	-	-
HLT26120 - Certificate II in Indigenous Environmental Health	-	-	-	10
HLT30113 - Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	410	465	330	330
HLT31015 - Certificate III in Ambulance Communications (Call-taking)	75	150	190	195
HLT31020 - Certificate III in Ambulance Communications (Call-taking)	-	-	-	15
HLT31115 - Certificate III in Non-Emergency Patient Transport	365	405	700	865
HLT31120 - Certificate III in Non-Emergency Patient Transport	-	-	-	200
HLT31215 - Certificate III in Basic Health Care	295	175	215	160
HLT31220 - Certificate III in Basic Health Care	-	-	-	60
HLT31812 - Certificate III in Dental Assisting	15	-	-	-
HLT32412 - Certificate III in Allied Health Assistance	-	-	80	-
HLT32512 - Certificate III in Health Services Assistance	60	-	-	-
HLT32612 - Certificate III in Pathology	10	5	-	-
HLT32807 - Certificate III in Health Support Services	35	-	-	-

Program name	2018	2019	2020	2021
HLT32912 - Certificate III in Health Administration	5	5	-	-
HLT33015 - Certificate III in Allied Health Assistance	3,720	4,145	5,345	6,785
HLT33107 - Certificate III in Basic Health Care	10	-	-	-
HLT33112 - Certificate III in Basic Health Care	35	10	-	-
HLT33115 - Certificate III in Health Services Assistance	12,840	11,945	12,780	14,970
HLT33215 - Certificate III in Health Support Services	950	595	695	625
HLT35015 - Certificate III in Dental Assisting	4,225	4,435	4,890	6,415
HLT35021 - Certificate III in Dental Assisting	-	-	-	225
HLT35115 - Certificate III in Dental Laboratory Assisting	135	205	120	40
HLT36015 - Certificate III in Population Health	285	450	415	350
HLT36115 - Certificate III in Indigenous Environmental Health	15	15	5	-
HLT37015 - Certificate III in Sterilisation Services	1,475	1,530	1,640	2,030
HLT37115 - Certificate III in Hospital/Health Services Pharmacy Support	140	100	120	155
HLT37215 - Certificate III in Pathology Collection	5,305	6,220	6,035	7,815
HLT37315 - Certificate III in Health Administration	1,995	1,925	2,785	3,735
HLT37415 - Certificate III in Pathology Assistance	160	165	160	190
HLT40113 - Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	105	55	95	110
HLT40213 - Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	1,060	1,145	860	860
HLT40312 - Certificate IV in Massage Therapy Practice	15	15	-	-
HLT41007 - Certificate IV in Health Care (Ambulance)	15	-	-	-
HLT41015 - Certificate IV in Ambulance Communications (Dispatch)	100	120	90	80
HLT41112 - Certificate IV in Ambulance Communications	5	-	-	-
HLT41115 - Certificate IV in Health Care	650	740	720	700
HLT41120 - Certificate IV in Health Care	-	-	-	125
HLT41412 - Certificate IV in Cast Technology	5	-	-	-
HLT42015 - Certificate IV in Massage Therapy	1,990	1,650	1,470	1,530
HLT43012 - Certificate IV in Dental Assisting	15	10	-	-
HLT43015 - Certificate IV in Allied Health Assistance	4,945	5,800	6,940	9,205
HLT43212 - Certificate IV in Health Administration	5	-	-	-
HLT45015 - Certificate IV in Dental Assisting	1,590	1,575	1,760	2,025
HLT45021 - Certificate IV in Dental Assisting	-	-	-	45
HLT46015 - Certificate IV in Population Health	35	50	25	15
HLT47015 - Certificate IV in Sterilisation Services	545	610	445	485
HLT47115 - Certificate IV in Hospital/Health Services Pharmacy Support	400	405	400	385
HLT47315 - Certificate IV in Health Administration	1,275	1,640	2,590	3,235
HLT47415 - Certificate IV in Audiometry	35	25	20	20
HLT47515 - Certificate IV in Operating Theatre Technical Support	275	285	260	240
HLT47715 - Certificate IV in Medical Practice Assisting	540	645	725	785
HLT47815 - Certificate IV in Optical Dispensing	480	560	555	990

Program name	2018	2019	2020	2021
HLT50113 - Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care	355	40	40	50
HLT50213 - Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	30	50	80	55
HLT50307 - Diploma of Remedial Massage	5	5	-	-
HLT50321 - Diploma of Clinical Coding	-	-	-	25
HLT50412 - Diploma of Paramedical Science (Ambulance)	5	-	-	-
HLT50512 - Diploma of Dental Technology	10	-	-	-
HLT51015 - Diploma of Paramedical Science	780	830	850	845
HLT51020 - Diploma of Emergency Health Care	-	-	-	250
HLT51507 - Diploma of Kinesiology	65	-	-	-
HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing)	3,670	80	70	10
HLT51712 - Diploma of Reflexology	5	-	-	-
HLT52012 - Diploma of Practice Management	15	10	-	-
HLT52015 - Diploma of Remedial Massage	6,425	5,515	5,980	6,480
HLT52115 - Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	30	15	25	25
HLT52215 - Diploma of Shiatsu and Oriental Therapies	70	45	40	55
HLT52315 - Diploma of Clinical Aromatherapy	120	80	70	55
HLT52415 - Diploma of Kinesiology	350	400	290	315
HLT52515 - Diploma of Reflexology	75	45	45	35
HLT52615 - Diploma of Ayurvedic Lifestyle Consultation	85	80	50	100
HLT54115 - Diploma of Nursing	22,365	25,295	25,670	26,830
HLT55115 - Diploma of Dental Technology	605	210	-	5
HLT55118 - Diploma of Dental Technology	20	485	515	620
HLT57415 - Diploma of Audiometry	220	200	150	175
HLT57715 - Diploma of Practice Management	1,290	915	1,000	1,265
HLT57915 - Diploma of Anaesthetic Technology	185	195	210	175
HLT60112 - Advanced Diploma of Western Herbal Medicine	105	-	-	-
HLT60512 - Advanced Diploma of Naturopathy	555	-	-	-
HLT60612 - Advanced Diploma of Homoeopathy	10	-	-	-
HLT60707 - Advanced Diploma of Ayurveda	5	-	-	-
HLT60712 - Advanced Diploma of Ayurveda	25	5	5	5
HLT61007 - Advanced Diploma of Nutritional Medicine	5	-	-	-
HLT61012 - Advanced Diploma of Nutritional Medicine	415	-	-	-
HLT61107 - Advanced Diploma of Nursing (Enrolled/Division 2 nursing)	50	-	-	-
HLT62615 - Advanced Diploma of Ayurveda	100	90	50	50
HLT64115 - Advanced Diploma of Nursing	80	95	25	35
HLT65015 - Advanced Diploma of Dental Prosthetics	55	60	75	65

HLT Health Training Package Products – Skill Sets

Skill Set	2018	2019	2020	2021
HLTSS00003 (REC ID 13) - Allied health assistance - occupational therapy skill set	0	0	0	0
HLTSS00004 (REC ID 13) - Allied health assistance - physiotherapy skill set	0	0	0	0
HLTSS00005 (REC ID 13) - Allied health assistance - podiatry skill set	0	0	0	0
HLTSS00006 (REC ID 13) - Allied health assistance - speech pathology skill set	0	0	0	0
HLTSS00011 (REC ID 13) - Dental radiography skill set	0	0	0	0
HLTSS00013 (REC ID 13) - Food safety supervision skill set - for community services and health industries	0	0	0	0
HLTSS00014 (REC ID 13) - Infection control skill set	0	0	0	0
HLTSS00027 (REC ID 13) - Occupational First Aid Skill Set	1650	1663	1270	976
HLTSS00029 (REC ID 13) - Ear and Hearing Health Skills Set for Aboriginal and/or Torres Strait Islander Primary Health Care	0	0	0	0
HLTSS00035 (REC ID 13) - Chronic Condition Self-management for Aboriginal and/or Torres Strait Islander Clients Skill Set	0	0	0	0
HLTSS00040 (REC ID 13) - Smoking Cessation Skill Set	0	0	0	0
HLTSS00043 (REC ID 13) - Telehealth Administration skill set	0	0	1	11
HLTSS00046 (REC ID 13) - Aromatic Therapies Skill Set	0	0	1	1
HLTSS00049 (REC ID 13) - Oral Health Care Skill Set	45	0	0	0
HLTSS00052 (REC ID 13) - Allied Health Assistance - Nutrition and Dietetics Skill Set	1	6	7	14
HLTSS00053 (REC ID 13) - Allied Health Assistance - Occupational Therapy Skill Set	0	0	0	2
HLTSS00054 (REC ID 13) - Allied Health Assistance - Physiotherapy Skill Set	17	0	0	0
HLTSS00056 (REC ID 13) - Allied Health Assistance - Social Work Skill Set	7	8	2	0
HLTSS00057 (REC ID 13) - Allied Health Assistance - Speech Pathology Skill Set	4	0	0	0
HLTSS00059 (REC ID 13) - Venous blood collection skill set	28	0	0	0
HLTSS00060 (REC ID 13) - Dental radiography skill set	0	21	22	34
HLTSS00061 (REC ID 13) - Food safety supervision skill set - for community services and health industries	101	13	23	27
HLTSS00064 (REC ID 13) - Infection control Skill Set	0	0	9343	10350
HLTSS00065 (REC ID 13) - Infection control Skill Set (Retail)	0	0	5137	3273
HLTSS00066 (REC ID 13) - Infection control Skill Set (Food Handling)	0	0	4378	2445
HLTSS00067 (REC ID 13) - Infection control Skill Set (Transport and Logistics)	0	0	1541	1269
HLTSS00068 (REC ID 13) - Occupational First Aid Skill Set	0	0	0	816

HLT Health Training Package Products – VET in Schools

Program name - VET in School	2018	2019	2020	2021
HLT20113 - Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	20	20	25	50
HLT21015 - Certificate II in Medical Service First Response	30	40	45	20
HLT21020 - Certificate II in Medical Service First Response	-	-	-	25
HLT21107 - Certificate II in Emergency Medical Service First Response	-	-	20	-
HLT21112 - Certificate II in Emergency Medical Service First Response	-	-	-	-
HLT21207 - Certificate II in Health Support Services	5	-	-	-
HLT21212 - Certificate II in Health Support Services	80	10	-	-
HLT23215 - Certificate II in Health Support Services	3,105	4,245	4,765	6,625
HLT26015 - Certificate II in Population Health	10	10	-	-
HLT30113 - Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	5	5	5	5
HLT31215 - Certificate III in Basic Health Care	160	65	100	50
HLT31220 - Certificate III in Basic Health Care	-	-	-	20
HLT31812 - Certificate III in Dental Assisting	-	-	-	-
HLT32512 - Certificate III in Health Services Assistance	50	-	-	-
HLT33015 - Certificate III in Allied Health Assistance	1,865	2,015	2,560	2,905
HLT33107 - Certificate III in Basic Health Care	10	-	-	-
HLT33115 - Certificate III in Health Services Assistance	2,380	2,330	2,990	3,585
HLT33215 - Certificate III in Health Support Services	35	55	80	85
HLT35015 - Certificate III in Dental Assisting	45	40	70	95
HLT35021 - Certificate III in Dental Assisting	-	-	-	5
HLT36015 - Certificate III in Population Health	125	205	200	170
HLT37315 - Certificate III in Health Administration	30	5	40	70
HLT37415 - Certificate III in Pathology Assistance	-	5	5	-
HLT41115 - Certificate IV in Health Care	-	-	5	-
HLT43012 - Certificate IV in Dental Assisting	-	-	-	-
HLT43015 - Certificate IV in Allied Health Assistance	5	40	40	60
HLT45015 - Certificate IV in Dental Assisting	10	5	5	5
HLT47315 - Certificate IV in Health Administration	-	-	-	-
HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing)	-	-	-	-
HLT54115 - Diploma of Nursing	95	80	140	210

Appendix C.2 Total Program Completions – HLT Health Training Packages (2018 – 2021 preliminary)

HLT Health Training Package Products – Program Completions

Program name	2018	2019	2020	2021 (preliminary)
HLT20113 - Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	70	60	25	20
HLT21012 - Certificate II in Indigenous Environmental Health	-	20	5	10
HLT21015 - Certificate II in Medical Service First Response	1,170	1,320	1,170	755
HLT21020 - Certificate II in Medical Service First Response	-	-	-	170
HLT21112 - Certificate II in Emergency Medical Service First Response	-	-	-	-
HLT21212 - Certificate II in Health Support Services	-	-	-	-
HLT23215 - Certificate II in Health Support Services	2,140	2,600	2,950	4,100
HLT26015 - Certificate II in Population Health	-	20	-	-
HLT26115 - Certificate II in Indigenous Environmental Health	25	-	-	-
HLT26120 - Certificate II in Indigenous Environmental Health	-	-	-	10
HLT30113 - Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	80	80	60	35
HLT30212 - Certificate III in Non-Emergency Client Transport	-	-	-	-
HLT31015 - Certificate III in Ambulance Communications (Call-taking)	115	105	160	135
HLT31020 - Certificate III in Ambulance Communications (Call-taking)	-	-	-	5
HLT31115 - Certificate III in Non-Emergency Patient Transport	260	280	315	610
HLT31120 - Certificate III in Non-Emergency Patient Transport	-	-	-	40
HLT31215 - Certificate III in Basic Health Care	270	170	190	125
HLT31220 - Certificate III in Basic Health Care	-	-	-	40
HLT31812 - Certificate III in Dental Assisting	-	-	-	-
HLT31912 - Certificate III in Ambulance Communications (Call-taking)	-	-	-	-
HLT32412 - Certificate III in Allied Health Assistance	-	-	-	-
HLT32512 - Certificate III in Health Services Assistance	-	-	-	-
HLT32612 - Certificate III in Pathology	10	-	-	-

Program name	2018	2019	2020	2021 (preliminary)
HLT32812 - Certificate III in Health Support Services	-	-	-	-
HLT33015 - Certificate III in Allied Health Assistance	745	900	790	1,195
HLT33112 - Certificate III in Basic Health Care	-	-	-	-
HLT33115 - Certificate III in Health Services Assistance	5,035	4,820	4,915	5,590
HLT33215 - Certificate III in Health Support Services	510	185	270	300
HLT35015 - Certificate III in Dental Assisting	1,530	1,545	1,340	1,770
HLT35115 - Certificate III in Dental Laboratory Assisting	35	105	90	30
HLT36015 - Certificate III in Population Health	50	175	150	120
HLT36115 - Certificate III in Indigenous Environmental Health	-	10	5	-
HLT37015 - Certificate III in Sterilisation Services	605	640	565	640
HLT37115 - Certificate III in Hospital/Health Services Pharmacy Support	35	15	20	25
HLT37215 - Certificate III in Pathology Collection	2,180	2,605	1,945	2,775
HLT37315 - Certificate III in Health Administration	555	575	645	890
HLT37415 - Certificate III in Pathology Assistance	80	115	105	85
HLT40113 - Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	40	10	10	10
HLT40213 - Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	155	185	150	145
HLT40312 - Certificate IV in Massage Therapy Practice	-	-	-	-
HLT40512 - Certificate IV in Hospital-Health Services Pharmacy Support	-	-	-	-
HLT41007 - Certificate IV in Health Care (Ambulance)	15	-	-	-
HLT41012 - Certificate IV in Health Care (Ambulance)	-	-	-	-
HLT41015 - Certificate IV in Ambulance Communications (Dispatch)	80	85	65	60
HLT41115 - Certificate IV in Health Care	300	365	390	435
HLT41120 - Certificate IV in Health Care	-	-	-	25
HLT41412 - Certificate IV in Cast Technology	5	-	-	-
HLT42015 - Certificate IV in Massage Therapy	870	675	565	605
HLT42512 - Certificate IV in Allied Health Assistance	-	-	-	-
HLT42812 - Certificate IV in Kinesiology	-	-	-	-
HLT43012 - Certificate IV in Dental Assisting	-	-	-	-

Program name	2018	2019	2020	2021 (preliminary)
HLT43015 - Certificate IV in Allied Health Assistance	840	1,125	1,185	1,585
HLT43712 - Certificate IV in Optical Technology	-	-	-	-
HLT45015 - Certificate IV in Dental Assisting	540	550	380	505
HLT46015 - Certificate IV in Population Health	15	20	5	-
HLT47015 - Certificate IV in Sterilisation Services	205	315	145	195
HLT47115 - Certificate IV in Hospital/Health Services Pharmacy Support	100	135	125	115
HLT47315 - Certificate IV in Health Administration	325	370	425	725
HLT47415 - Certificate IV in Audiometry	10	5	5	-
HLT47515 - Certificate IV in Operating Theatre Technical Support	145	125	105	105
HLT47715 - Certificate IV in Medical Practice Assisting	50	75	90	70
HLT47815 - Certificate IV in Optical Dispensing	165	235	90	175
HLT50113 - Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care	5	5	10	15
HLT50213 - Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	10	5	5	45
HLT50307 - Diploma of Remedial Massage	-	-	-	-
HLT50412 - Diploma of Paramedical Science (Ambulance)	5	-	-	-
HLT50512 - Diploma of Dental Technology	-	-	-	-
HLT51015 - Diploma of Paramedical Science	425	465	335	480
HLT51020 - Diploma of Emergency Health Care	-	-	-	15
HLT51507 - Diploma of Kinesiology	-	-	-	-
HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing)	3,000	-	-	-
HLT52012 - Diploma of Practice Management	-	-	-	-
HLT52015 - Diploma of Remedial Massage	2,665	2,080	2,010	1,995
HLT52115 - Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	35	-	20	10
HLT52215 - Diploma of Shiatsu and Oriental Therapies	30	20	5	5
HLT52315 - Diploma of Clinical Aromatherapy	30	20	25	10
HLT52415 - Diploma of Kinesiology	85	65	70	55
HLT52515 - Diploma of Reflexology	20	15	10	5
HLT52615 - Diploma of Ayurvedic Lifestyle Consultation	15	20	5	20
HLT54115 - Diploma of Nursing	4,215	7,160	6,475	6,330
HLT55115 - Diploma of Dental Technology	150	20	-	-
HLT55118 - Diploma of Dental Technology	-	125	125	180
HLT57415 - Diploma of Audiometry	50	45	20	25
HLT57715 - Diploma of Practice Management	255	200	135	140

Program name	2018	2019	2020	2021 (preliminary)
HLT57915 - Diploma of Anaesthetic Technology	40	80	75	35
HLT60112 - Advanced Diploma of Western Herbal Medicine	85	-	-	-
HLT60412 - Advanced Diploma of Dental Prosthetics	-	-	-	-
HLT60512 - Advanced Diploma of Naturopathy	395	-	-	-
HLT60612 - Advanced Diploma of Homoeopathy	5	-	-	-
HLT60712 - Advanced Diploma of Ayurveda	5	-	-	-
HLT60907 - Advanced Diploma of Aromatic Medicine	-	-	-	-
HLT61007 - Advanced Diploma of Nutritional Medicine	-	-	-	-
HLT61012 - Advanced Diploma of Nutritional Medicine	320	-	-	-
HLT61107 - Advanced Diploma of Nursing (Enrolled/Division 2 nursing)	25	-	-	-
HLT62615 - Advanced Diploma of Ayurveda	10	25	20	10
HLT64115 - Advanced Diploma of Nursing	15	5	5	10
HLT65015 - Advanced Diploma of Dental Prosthetics	20	5	15	25

Appendix D.1 Total Program Enrolments – SIS Sport, Fitness and Recreation Training Package (2018 – 2021)

Tables:

SIS Sport, Fitness and Recreation Training Package Products – Programs

SIS Sport, Fitness and Recreation Training Package Products – Skill Set

SIS Sport, Fitness and Recreation Training Package Products – VET in School

SIS Sport, Fitness and Recreation Training Package Products – Programs

Program name	2018	2019	2020	2021
TOTAL SIS	102,645	112,380	113,550	114,140
SIS10110 - Certificate I in Sport and Recreation	65	-	5	-
SIS10115 - Certificate I in Sport and Recreation	1,425	1,130	745	1,050
SIS20113 - Certificate II in Community Activities	45	-	-	-
SIS20313 - Certificate II in Sport and Recreation	40	5	-	-
SIS20115 - Certificate II in Sport and Recreation	15,250	18,690	18,525	16,065
SIS20213 - Certificate II in Outdoor Recreation	5,635	7,390	4,195	455
SIS20419 - Certificate II in Outdoor Recreation	-	-	2,745	5,770
SIS20412 - Certificate II in Sport Career Oriented Participation	615	525	315	35
SIS20219 - Certificate II in Sport - Developing Athlete	-	-	-	5
SIS20513 - Certificate II in Sport Coaching	5,385	5,555	1,775	115
SIS20319 - Certificate II in Sport Coaching	-	-	2,605	3,685
SIS30110 - Certificate III in Aquatics	30	-	-	-
SIS30113 - Certificate III in Aquatics	535	25	-	5
SIS31015 - Certificate III in Aquatics and Community Recreation	820	9,730	7,830	3,800
SIS30513 - Certificate III in Sport and Recreation	30	-	5	-
SIS30115 - Certificate III in Sport and Recreation	18,125	18,240	18,775	19,015
SIS30310 - Certificate III in Fitness	105	-	-	5
SIS30313 - Certificate III in Fitness	460	95	65	10
SIS30315 - Certificate III in Fitness	33,790	29,000	32,720	36,980
SIS30321 - Certificate III in Fitness	-	-	-	5
SIS30413 - Certificate III in Outdoor Recreation	1,370	1,265	615	185
SIS30619 - Certificate III in Outdoor Leadership	-	15	315	1,070
SIS30613 - Certificate III in Sport Career Oriented Participation	395	370	55	-
SIS30419 - Certificate III in Sport - Athlete	-	-	45	30
SIS30713 - Certificate III in Sport Coaching	225	325	225	25
SIS30519 - Certificate III in Sport Coaching	-	35	1,605	2,765
SIS30521 - Certificate III in Sport Coaching	-	-	-	30
SIS30813 - Certificate III in Sports Trainer	5	10	-	-

Program name	2018	2019	2020	2021
SIS40113 - Certificate IV in Community Recreation	220	-	-	-
SIS40412 - Certificate IV in Sport and Recreation	55	-	-	-
SIS40115 - Certificate IV in Sport and Recreation	155	145	450	125
SIS40210 - Certificate IV in Fitness	195	25	20	5
SIS40215 - Certificate IV in Fitness	14,020	16,555	17,100	20,125
SIS40313 - Certificate IV in Outdoor Recreation	790	705	505	105
SIS40619 - Certificate IV in Outdoor Leadership	-	-	145	640
SIS40512 - Certificate IV in Sport Coaching	340	260	55	5
SIS40319 - Certificate IV in Sport Coaching	-	-	110	120
SIS40321 - Certificate IV in Sport Coaching	-	-	-	5
SIS40612 - Certificate IV in Sport Development	230	210	85	-
SIS40419 - Certificate IV in Sport Development	-	-	130	160
SIS50115 - Diploma of Sport and Recreation Management	530	445	425	445
SIS50213 - Diploma of Fitness	10	10	10	-
SIS50215 - Diploma of Fitness	70	85	80	65
SIS50310 - Diploma of Outdoor Recreation	125	105	85	50
SIS50419 - Diploma of Outdoor Leadership	-	-	35	130
SIS50512 - Diploma of Sport Coaching	250	270	95	30
SIS50612 - Diploma of Sport Development	1,305	1,150	545	40
SIS50319 - Diploma of Sport	-	5	510	990

SIS Sport, Fitness and Recreation Training Package Products – Skill Sets

Skill Set	2018	2019	2020	2021
SISSS00001 (REC ID 13) - Abseiling Guide Multi Pitch (Natural Surfaces)	11	0	0	0
SISSS00002 (REC ID 13) - Abseiling Guide Single Pitch (Natural Surfaces)	2	4	0	0
SISSS00003 (REC ID 13) - Abseiling Guide Single Pitch (Artificial Surfaces)	4	4	0	0
SISSS00004 (REC ID 13) - Abseiling Instructor Multi Pitch (Artificial Surfaces)	4	0	0	0
SISSS00005 (REC ID 13) - Abseiling Instructor Multi Pitch (Natural Surfaces)	7	5	0	0
SISSS00006 (REC ID 13) - Abseiling Instructor Single Pitch (Artificial Surfaces)	3	10	0	0
SISSS00007 (REC ID 13) - Abseiling Instructor Single Pitch (Natural Surfaces)	2	5	0	0
SISSS00015 (REC ID 13) - Bushwalking Guide Controlled Environment	3	30	8	0
SISSS00016 (REC ID 13) - Bushwalking Guide Uncontrolled Environment	6	0	0	0
SISSS00017 (REC ID 13) - Bushwalking Guide Intermediate Environment	5	0	0	0
SISSS00018 (REC ID 13) - Canoeing Guide Flat Water	6	15	2	0
SISSS00019 (REC ID 13) - Canoeing Guide White Water Grade 2	0	0	0	0

Skill Set	2018	2019	2020	2021
SISSS00021 (REC ID 13) - Canoeing Instructor Flat Water	0	0	0	0
SISSS00024 (REC ID 13) - Canyoning Guide (Multi Pitch)	0	0	0	0
SISSS00025 (REC ID 13) - Canyoning Guide (Single Pitch)	0	0	0	0
SISSS00026 (REC ID 13) - Canyoning Instructor (Single and Multi Pitch)	0	0	0	0
SISSS00027 (REC ID 13) - Caving Guide - Multi Pitch	3	1	0	0
SISSS00028 (REC ID 13) - Caving Guide - Single Pitch	5	8	0	0
SISSS00029 (REC ID 13) - Caving Instructor - Multi Pitch	0	2	0	0
SISSS00030 (REC ID 13) - Caving Instructor - Single Pitch	5	3	0	0
SISSS00032 (REC ID 13) - Challenge Ropes Course Conductor (High Ropes)	8	17	5	0
SISSS00036 (REC ID 13) - Challenge Ropes Course Supervisor (High Ropes)	1	2	0	0
SISSS00039 (REC ID 13) - Climbing Guide (Artificial Surfaces) Top Rope	1	0	0	0
SISSS00040 (REC ID 13) - Climbing Guide (Natural Surfaces) Multi Pitch Lead	5	0	0	0
SISSS00042 (REC ID 13) - Climbing Guide (Natural Surfaces) Top Rope	14	12	0	0
SISSS00046 (REC ID 13) - Climbing Instructor (Artificial Surfaces) Top Rope	7	8	0	0
SISSS00047 (REC ID 13) - Climbing Instructor (Natural Surfaces) Multi Pitch Lead	1	0	0	0
SISSS00048 (REC ID 13) - Climbing Instructor (Natural Surfaces) Single Pitch Lead	0	0	0	0
SISSS00049 (REC ID 13) - Climbing Instructor (Natural Surfaces) Top Rope	8	9	0	0
SISSS00052 (REC ID 13) - Cycle Tour Guide On-Road (Day Tours)	0	0	0	0
SISSS00054 (REC ID 13) - Cycle Tour Instructor On-Road (Overnight and Extended Tours)	0	2	0	0
SISSS00055 (REC ID 13) - Four Wheel Driving Guide	0	0	0	0
SISSS00062 (REC ID 13) - Horse Riding Instructor - Senior	0	0	0	0
SISSS00064 (REC ID 13) - Kayaking Guide Flat Water	0	0	0	0
SISSS00066 (REC ID 13) - Kayaking Guide White Water Grade 2	0	0	0	0
SISSS00067 (REC ID 13) - Kayaking Instructor Flat Water	0	0	0	0
SISSS00069 (REC ID 13) - Kayaking Instructor White Water Grade 3	0	0	0	0
SISSS00070 (REC ID 13) - Mountain Bike Guide (Controlled to Intermediate Environment)	0	0	0	0
SISSS00071 (REC ID 13) - Mountain Bike Guide (Intermediate Environment)	18	13	0	0
SISSS00072 (REC ID 13) - Mountain Bike Instructor (Intermediate Environment)	2	0	0	0

Skill Set	2018	2019	2020	2021
SISSS00078 (REC ID 13) - Pool Lifeguard	0	0	0	0
SISSS00081 (REC ID 13) - Sea Kayaking Guide Moderate to Difficult Conditions	3	0	0	0
SISSS00083 (REC ID 13) - Sea Kayaking Instructor Moderate to Difficult Conditions	0	8	0	0
SISSS00093 (REC ID 13) - Sports Trainer Level 1	34	28	0	0
SISSS00095 (REC ID 13) - Swimming and Water Safety Teacher	0	0	0	0
SISSS00108 (REC ID 13) - Wilderness First Aid	0	12	1	0
SISSS00110 (REC ID 13) - Aquatic Technical Operator	388	372	207	468
SISSS00111 (REC ID 13) - Pool Lifeguard	677	837	1487	2056
SISSS00112 (REC ID 13) - Swimming and Water Safety Teacher	2099	2343	2404	5442
SISSS00113 (REC ID 13) - Group Exercise Leader	229	0	0	8
SISSS00116 (REC ID 13) - High Performance Coach	0	0	64	5
SISSS00118 (REC ID 13) - Sports Trainer Level 1	0	0	0	32
SISSS00120 (REC ID 13) - Alpine Activities Leader	0	0	4	0
SISSS00122 (REC ID 13) - Artificial Climbing	0	0	17	2
SISSS00123 (REC ID 13) - Challenge Course Leader	0	0	0	0
SISSS00124 (REC ID 13) - Challenge Course Supervisor	0	0	3	0
SISSS00126 (REC ID 13) - Wilderness First Aid	0	0	55	255

SIS Sport, Fitness and Recreation Training Package Products – VET in School

Program name – VET in School	2018	2019	2020	2021
SIS10113 - Certificate I in Sport and Recreation	-	-	-	-
SIS10115 - Certificate I in Sport and Recreation	985	695	380	735
SIS20113 - Certificate II in Community Activities	45	-	-	-
SIS20310 - Certificate II in Sport and Recreation	-	-	-	-
SIS20312 - Certificate II in Sport and Recreation	-	-	-	-
SIS20313 - Certificate II in Sport and Recreation	40	5	-	-
SIS20115 - Certificate II in Sport and Recreation	12,410	13,625	12,735	11,150
SIS20213 - Certificate II in Outdoor Recreation	4,355	4,870	2,270	110
SIS20419 - Certificate II in Outdoor Recreation	-	-	1,505	3,385
SIS20412 - Certificate II in Sport Career Oriented Participation	320	230	190	-
SIS20219 - Certificate II in Sport - Developing Athlete	-	-	-	5
SIS20513 - Certificate II in Sport Coaching	5,270	5,100	1,435	-
SIS20319 - Certificate II in Sport Coaching	-	-	1,400	2,015
SIS30113 - Certificate III in Aquatics	-	-	-	-
SIS31015 - Certificate III in Aquatics and Community Recreation	105	95	45	60
SIS30213 - Certificate III in Community Activity Programs	-	-	-	-
SIS30513 - Certificate III in Sport and Recreation	5	-	5	-
SIS30115 - Certificate III in Sport and Recreation	10,270	10,250	10,860	10,500

Program name – VET in School	2018	2019	2020	2021
SIS30310 - Certificate III in Fitness	10	-	-	5
SIS30313 - Certificate III in Fitness	25	25	5	-
SIS30315 - Certificate III in Fitness	8,285	8,485	10,490	11,870
SIS30413 - Certificate III in Outdoor Recreation	40	130	5	-
SIS30619 - Certificate III in Outdoor Leadership	-	-	105	175
SIS30613 - Certificate III in Sport Career Oriented Participation	85	105	10	-
SIS30419 - Certificate III in Sport - Athlete	-	-	20	30
SIS30713 - Certificate III in Sport Coaching	15	110	65	5
SIS30519 - Certificate III in Sport Coaching	-	15	1,200	2,185
SIS30521 - Certificate III in Sport Coaching	-	-	-	5
SIS40210 - Certificate IV in Fitness	-	-	-	-
SIS40215 - Certificate IV in Fitness	330	240	365	345
SIS40313 - Certificate IV in Outdoor Recreation	-	-	-	-
SIS40115 - Certificate IV in Sport and Recreation	30	45	40	35
SIS40612 - Certificate IV in Sport Development	-	20	-	-
SIS40419 - Certificate IV in Sport Development	-	-	15	-
SIS50319 - Diploma of Sport	-	-	5	40
SIS50612 - Diploma of Sport Development	15	25	15	-

Program name – VET in School	2018	2019	2020	2021	Total 4 years	% VETiS of total enrolment Average 4 years
SIS20115 - Certificate II in Sport and Recreation	15,250	18,690	18,525	16,065	68,530	
SIS20115 - Certificate II in Sport and Recreation	12,410	13,625	12,735	11,150	49,920	73%
SIS20213 - Certificate II in Outdoor Recreation	5,635	7,390	4,195	455	17,675	
SIS20419 - Certificate II in Outdoor Recreation	-	-	2,745	5,770	8,515	
SIS20213 - Certificate II in Outdoor Recreation	4,355	4,870	2,270	110	11,605	
SIS20419 - Certificate II in Outdoor Recreation	-	-	1,505	3,385	4,890	63%
SIS20513 - Certificate II in Sport Coaching	5,385	5,555	1,775	115	12,830	
SIS20319 - Certificate II in Sport Coaching	-	-	2,605	3,685	6,290	
SIS20513 - Certificate II in Sport Coaching	5,270	5,100	1,435	-	11,805	
SIS20319 - Certificate II in Sport Coaching	-	-	1,400	2,015	3,415	80%
SIS31015 - Certificate III in Aquatics and Community Recreation	820	9,730	7,830	3,800	22,180	

Program name – VET in School	2018	2019	2020	2021	Total 4 years	% VETiS of total enrolment Average 4 years
SIS31015 - Certificate III in Aquatics and Community Recreation	105	95	45	60	305	1%
SIS30115 - Certificate III in Sport and Recreation	18,125	18,240	18,775	19,015	74,155	
SIS30115 - Certificate III in Sport and Recreation	10,270	10,250	10,860	10,500	41,880	56%
SIS30315 - Certificate III in Fitness	33,790	29,000	32,720	36,980	132,490	
SIS30315 - Certificate III in Fitness	8,285	8,485	10,490	11,870	39,130	30%
SIS30413 - Certificate III in Outdoor Recreation	1,370	1,265	615	185	3,435	
SIS30619 - Certificate III in Outdoor Leadership	-	15	315	1,070	1,400	
SIS30413 - Certificate III in Outdoor Recreation	40	130	5	-	175	
SIS30619 - Certificate III in Outdoor Leadership	-	-	105	175	280	9%
SIS30519 - Certificate III in Sport Coaching	-	35	1,605	2,765	4,405	
SIS30519 - Certificate III in Sport Coaching	-	15	1,200	2,185	3,400	77%
SIS40215 - Certificate IV in Fitness	14,020	16,555	17,100	20,125	67,800	
SIS40215 - Certificate IV in Fitness	330	240	365	345	1,280	2%

Appendix D.2 Total Program Completions – SIS Sport, Fitness and Recreation Training Package (2018 – 2021 preliminary)

SIS Sport, Fitness and Recreation Training Package Products – Program Completions

Program name	2018	2019	2020	2021 (preliminary)
SIS10113 - Certificate I in Sport and Recreation	-	-	-	-
SIS10115 - Certificate I in Sport and Recreation	615	410	275	490
SIS20113 - Certificate II in Community Activities	-	-	-	-
SIS20115 - Certificate II in Sport and Recreation	6,990	7,770	8,295	6,290
SIS20213 - Certificate II in Outdoor Recreation	2,370	3,005	1,805	85
SIS20313 - Certificate II in Sport and Recreation	35	5	-	-
SIS20319 - Certificate II in Sport Coaching	-	-	1,095	1,120
SIS20412 - Certificate II in Sport Career Oriented Participation	10	200	115	-
SIS20419 - Certificate II in Outdoor Recreation	-	-	515	1,600
SIS20513 - Certificate II in Sport Coaching	1,810	1,965	950	-
SIS30113 - Certificate III in Aquatics	-	-	-	-
SIS30115 - Certificate III in Sport and Recreation	5,520	5,275	6,420	4,425
SIS30213 - Certificate III in Community Activity Programs	-	-	-	-
SIS30310 - Certificate III in Fitness	5	-	-	-
SIS30313 - Certificate III in Fitness	40	-	5	5
SIS30315 - Certificate III in Fitness	9,505	9,515	10,625	12,850
SIS30413 - Certificate III in Outdoor Recreation	630	615	230	85
SIS30419 - Certificate III in Sport - Athlete	-	-	35	20
SIS30513 - Certificate III in Sport and Recreation	-	-	-	-
SIS30519 - Certificate III in Sport Coaching	-	25	105	795
SIS30613 - Certificate III in Sport Career Oriented Participation	195	145	65	-
SIS30619 - Certificate III in Outdoor Leadership	-	-	45	255
SIS30713 - Certificate III in Sport Coaching	140	70	145	15
SIS31015 - Certificate III in Aquatics and Community Recreation	100	610	1,275	1,605
SIS40115 - Certificate IV in Sport and Recreation	100	55	70	60
SIS40210 - Certificate IV in Fitness	5	-	-	-
SIS40215 - Certificate IV in Fitness	6,035	6,010	6,130	6,515
SIS40313 - Certificate IV in Outdoor Recreation	390	270	250	65
SIS40319 - Certificate IV in Sport Coaching	-	-	15	35
SIS40412 - Certificate IV in Sport and Recreation	55	-	-	-
SIS40419 - Certificate IV in Sport Development	-	-	85	125
SIS40512 - Certificate IV in Sport Coaching	60	45	10	-
SIS40612 - Certificate IV in Sport Development	85	165	80	-
SIS40619 - Certificate IV in Outdoor Leadership	-	-	50	165

Program name	2018	2019	2020	2021 (preliminary)
SIS50115 - Diploma of Sport and Recreation Management	190	160	125	160
SIS50210 - Diploma of Fitness	-	-	-	-
SIS50213 - Diploma of Fitness	-	-	-	-
SIS50215 - Diploma of Fitness	40	40	40	20
SIS50310 - Diploma of Outdoor Recreation	40	45	20	15
SIS50319 - Diploma of Sport	-	-	240	485
SIS50419 - Diploma of Outdoor Leadership	-	-	20	35
SIS50512 - Diploma of Sport Coaching	65	65	20	-
SIS50612 - Diploma of Sport Development	605	660	320	30
SIS50712 - Diploma of Sport and Recreation Management	-	-	-	-