A Workforce for the Future
Tasmanian Community Services Sector

Workforce Development Plan
2012 - 2015
About this Sector Workforce Plan

The development of the Community Services Sector Workforce Plan was a collaborative project between TasCOSS and the Tasmanian Community Services Peaks Network, funded by Skills Tasmania. The process of developing this Sector Workforce Plan was facilitated by RDS Partners Pty Ltd.

www.tascoss.org.au 2012

Scope

The Plan covers the period 2012-2015 and includes the following specialist sectors:

- Alcohol and other drugs.
- Children and family support services.
- Community mental health.
- Community and neighbourhood houses.
- Housing and homelessness services.
- Migrant and refugee support services.
- Youth specific services.

Contact Details

Tasmanian Council of Social Service Inc.
McDougall Building, Ellerslie Road
Battery Point  Tasmania  7004
Ph:  (03) 6231 0755
Fax: (03) 6223 6136
Email: admin@tascoss.org.au

Shared Sector Priorities

This Plan represents the shared priorities of the participating specialist sectors. It supports the specific workforce development and planning requirements in each sector. Skills Tasmania has advised that actions which sit within this sector-wide action plan will be prioritised for their support.
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##Disclaimer

RDS Partners accept no responsibility for the accuracy or completeness of the information gained from these sources and recommends that readers exercise their own skill and care with respect to its use.
The community services sector is a significant component of the Tasmanian community and economy. In 2009, over 11,000 people were employed in paid work across the broader sector and opportunities are created for participation and volunteering for thousands more Tasmanians. In addition to the social value created, it attracted at least $300 million in combined private, State and Commonwealth investment.

The workforce development and planning needs of this sector are therefore of critical importance not only to the Tasmanian economy but also the social well-being of many Tasmanians.

In 2009, with the launch of the first Tasmanian Community Services Industry Plan, community services in Tasmania identified critical challenges in sourcing and training its future workforce. Attention to workforce development and planning has continued to build across the sector in Tasmania. Three years on, labour and skills shortages continue to impact significantly on the sector.

The workforce future is marked in particular by structural changes being driven across the sector and the continued fierce wages competition from other industries.

The Community Services Peaks Network, TasCOSS and Skills Tasmania have worked in partnership to develop this sector-driven action plan. It prioritises the specific skills needs for the sector’s future as well as specifying sector-driven actions that will address growing and retaining the workforce and skilling the workforce for the future.

This is an important next step in achieving the Workforce Development priorities identified in the Community Services Industry Plan (2009).

Tony Reidy, CEO TasCOSS

The community services sector continues to grow and is a large employer of Tasmanians.

This sector workforce plan is focused on a number of specific sections of the community services. As the results of the consultations for this plan demonstrate, they are sections where there is a high need for specialised workers with complex skills, as well as the generalist or entry level support workers found more broadly in community services.

Skills Tasmania has supported the community services sector through the Productivity Places Program, subsidising much needed training for existing workers and job seekers. We are pleased to support the development of this plan, which will build on previous sector planning undertaken by the sector through the Peaks Network and the Sector Development Unit of TasCOSS.

We welcome this sector workforce plan, which will produce a map for the development of skills where they are most needed. We commend the people who contributed to the development of the plan for their strategic vision and commitment.

We look forward to continuing to work with the community services sector to bring this plan to fruition.

Dr Chrissie Berryman
General Manager, Skills Tasmania
Strategic approach to workforce development

Scope of this workforce development plan

The Plan covers the period 2012-2015 and includes the following specialist sectors:

- Alcohol and other drugs.
- Children and family support services.
- Community mental health.
- Community and neighbourhood houses.
- Housing and homelessness services.
- Migrant and refugee support services.
- Youth specific services.

A significant sector

The community services sector is a significant component of the Tasmanian economy. In 2009 the Tasmanian Council of Social Service (TasCOSS) identified that the sector attracted approximately $300 million in combined private, State and Commonwealth investment in the state. The sectors covered in this Plan employ approximately 4,000 people and provide opportunities for participation and volunteering in the Tasmanian community for tens of thousands more Tasmanians.

It is the role of community services to reduce the barriers many Tasmanians face in order to fully participate in society. This means that the provision of a highly skilled community services workforce is critical to Tasmania’s social cohesion and the development of a fairer and more equitable society, all of which contribute to a more productive economy.

The community services sector continues to compete with a range of industries for employees. The demographic changes in Tasmania, particularly a rapidly ageing population, as well as tight budgets and growing demand for services is driving the need for the community services sector to restructure how we work in order to remain an attractive career option and to provide the highest quality caring and support services.

A changing sector

Service models are changing rapidly and the complexity of client demand continues to intensify. As a result the work of community services is becoming increasingly complex and professionalised. Drivers include evidence of the importance of consumer participation, evidence-driven peer engagement and recovery models, and integrated wrap-around services. In addition, community expectations for accountability and transparency continue to increase.

These are important trends in continually improving the way in which the sector cares for and serves Tasmanians. These trends have driven greater demands for more highly skilled and professional managers and leaders within the sector.

The sector recognises that our workforce is increasingly “two-track” - comprising growing demand for highly qualified professional staff and a continued high number of entry level and lower-qualified staff.

This is occurring in the context of significant competition from other industries for highly qualified staff. It is also a time when new workforce entrant numbers are diminishing, and the demographics of the sector are such that the ageing of the workforce has greater potential to provide opportunities as well as challenges than for other industries, given the high level of mobility in and out of the sector.
A strategic approach

The priority actions in this Plan work together to build the sector’s capacity to respond to these trends and changes both at the sector/strategic level and at the individual organisational level.

Each specialist sector has particular workforce development and planning needs related to the practice models that distinguish them. However, there are clear goals and needs that are common across the sector. Working together on the priorities articulated in this Plan will ensure we utilise our limited resources in the most practical and useful way.

A professionalising workforce

The community services workforce has long been comprised of two “segments”:

- Professional roles, usually requiring tertiary qualifications and are regulated by a professional body, for example social worker, psychologist, counsellor.
- Non-professional roles, or generalist support that are not regulated by professional bodies.

Distribution of these segments is uneven across the sector. The demand for lower-qualified non-professional roles is likely to continue based on the overall growth expectations for the sector.

Nonetheless, on the whole, demand in these sectors for higher-qualified professionals will continue to grow faster than that for non-professional roles.

Significant trends

Consultation across the sector confirmed that this segmentation is accelerating, driven by key trends including:

- Competition between service providers for contracts.
- Quality and compliance requirements.
- Changes in consumer expectations for participation in all aspects of service provision and governance.
- New service models based on wrap-around support, case coordination and integrated service delivery.
- Changing volunteering patterns and pathways to volunteering.
- Accelerating shift towards non-profit corporate governance structures and away from less formal committees of management.

Each of these significant trends has workforce planning and skills implications that this Plan addresses.

Changes to training

Overlaying the trend in continued segmentation are specific changes in training and development needs of both employers and employees. These include:

- Increasing demand for specialist skills that complement tertiary qualifications for professional roles.
- Increasing need to re-skill and up-skill those in non-professional roles to a minimum Certificate IV level that reflects new service models.
- Continuing need for increasing the core literacy and numeracy levels across much of the sector’s workforce particularly in the non-professional roles.

Underlying these changes is a need for accessible articulation pathways that better link higher education and Vocational Education and Training (VET) qualifications, and better define entry pathways to a career in the sector. Improving these linkages is foundational to improved skills development and the emergence of clearer career pathways within the sector.
Summary of our Sector Workforce Development Plan
Priorities for action to build our future workforce

1 Increasing and retaining our current and future workforce

We will work together across the sector to create attractive accessible career options for our current and future workforce. We will structure pathways within our sector and promote community services as a rewarding career choice. We will improve Human Resources (HR) knowledge and practice, and build productive, supportive workplace cultures.

2 Building workforce development and planning capacity across the sector

We will improve information and data about our workforce, including training needs analyses, as the basis for improving our capacity for strategic future-focused workforce development and planning.

3 Raising and updating our skills right across the sector

We will invest in skills development and training in evidence-based practice. We will work in partnership with the VET and higher education institutions to create practical articulation pathways that reflect the needs of our current and future workforce.
Summary of our Sector Workforce Development Plan

Priority skills and knowledge for our future workforce

The following skills reflect the common needs across the sector for our current and future workforce.

Management and leadership

- Workforce planning and development skills.
- Volunteer management: including for peers, carers and our Boards.
- Accountability: quality assurance and reporting.
- Partnership and collaborative management.
- Human Resources management.
- Fostering and managing diversity in the workforce.
- Fostering supportive organisational culture.
- Leadership: cultivating leadership at all levels.
- Non-profit corporate governance for managers and Boards.
- Administration.

Professional practice

- Professional supervision.
- External clinical supervision.

Entry level and non-professional roles

- Applied practical specialist skills.
- Case coordination and wrap-around service provision.
- Working with diversity: staff, consumers, carers and volunteers.

The following skills reflect the common needs across the sector for our current and future workforce.

- Certificate IV (as a minimum requirement).
- Core literacy and numeracy (workplace-based training and development).
- Working with diversity: staff, consumers, carers and volunteers.
**Priority 1:**
Increasing and retaining our current and future workforce

Labour force shortages
The community services sector is a key growth sector in the Tasmanian economy (Skills Australia 2009; CSHISC 2012 Environmental Scan).

Services continue to report difficulty in recruiting suitably qualified staff and levels of turnover remain high overall across the sector for staff with professional qualifications.

The workforce profile reflects an older than average workforce (over 40% the workforce aged 45 and over) and, in general, has a poor record for attracting and retaining younger workers.

Consultation confirmed three primary factors - after pay equity - that continue to influence decisions to leave the sector. These were:

1. Poor Human Resources management including recruitment, performance management and volunteer management.
2. Problematic organisational cultures – particularly with regard to conflict between organisational values and practice.
3. Poorly structured and supported career pathways.

Similarly, the trend for growth in management salaries while non-management salaries have generally remained tied to Award minimums is an important factor across the workforce.

Goals for this priority
1. Professionalised management and leadership of community services organisations that supports staff satisfaction and retention.
2. Clear and accessible career pathways within the sector, reaching from pre-entry level and branching into professional and management streams.

How we will work
Redressing pay inequity between government and non-government services continues to unfold nationally. In addition to redressing pay inequity, Tasmanian community services organisations will:

1. Focus on improving workplace equity, cultures and practices.
2. Work together across the sector to structure and communicate career pathways within the sector.

The sector has identified the following four actions to assist increasing and retaining the numbers of people that work in our sector.
**Priority 1:**
What we will do

**Action 1.1**
Prioritise the development of management skills and knowledge training to support positive, productive organisational cultures.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Numbers of graduates (higher education or VET) increases each year of this Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>Management and leadership</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>• Organisational leaders and managers to invest in management and team leader skill development including HR, financial literacy and volunteer management.</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Throughout the life of this Plan</td>
</tr>
<tr>
<td></td>
<td>• Skills Tasmania to support training initiatives for management and leadership development focusing on productive, equitable organisational cultures and human resources management.</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Throughout the life of this Plan</td>
</tr>
</tbody>
</table>

**Action 1.2**
Increase access to external clinical supervision (where appropriate) and professional supervision.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Sector surveys show increases in access to supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>Management and leadership; professional practice</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>• Organisational leaders and managers to invest in professional supervision skills within individual organisations.</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Throughout the life of this Plan</td>
</tr>
<tr>
<td></td>
<td>• Organisational leaders and managers to structure programs and organisational resources to ensure external clinical supervision (where appropriate) and professional supervision.</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Throughout the life of this Plan</td>
</tr>
</tbody>
</table>
### Action 1.3
Articulate and facilitate career pathways that build on the existing diversity of entry points, and address minimum qualifications for job roles.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Agreed pathways with strong sector buy-in is active by June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>• A sector workforce roundtable, convened by the Community Services Peaks Network, through TasCOSS Sector Development Unit (SDU), to develop pathways that engage employers across the sector. Timeframe: Commenced and active by June 2013</td>
</tr>
</tbody>
</table>

### Action 1.4
Coordinate annual presence and engagement with career planning and promotion events and mechanisms.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Evidence of presence reported by TasCOSS SDU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>• TasCOSS Sector Development Unit to coordinate and communicate events and representation through the Peaks Network. Timeframe: Planned approach undertaken each year of this plan</td>
</tr>
<tr>
<td></td>
<td>• Skills Tasmania to facilitate connections with careers advisors and related career planning networks. Timeframe: Planned approach undertaken each year of this plan</td>
</tr>
</tbody>
</table>
Priority 2: Workforce development capacity

Data gaps and resource needs
Reliable, consistent and up-to-date data about the broad sector is critical to strategic and effective workforce planning.
Right across the Tasmanian sector it is clear that appropriate resourcing for gathering and updating sound workforce profile data is lacking.
Similarly, existing dedicated workforce development and planning resources within separate Peaks remains uneven, leaving significant gaps in capacity for this critical strategic issue.

Goals for this priority
1. Expanded workforce profile data across the sector captured and updated every two years.
2. Investment in each specialist Peak for workforce development and planning resources that supports sector-wide goals as well as strategic action within each sector.
3. Establishment of a community services sector roundtable coordinated by the TasCOSS SDU, and including relevant stakeholders to progress sector workforce development initiatives.

How we will work
Since the introduction of the Department of Health and Human Services (DHHS) quality compliance and reporting framework, important and potentially useful data has been collected about state-funded service providers.

This is regarded by the sector as a potential mine of important information on the sector workforce. Similarly, other data on the sector workforce, while disparate, is potentially available.
This data is an important asset that can be utilised if resources are available to the sector to find, coordinate, collate and analyse what has already been collected.
We will work together across the sector to identify sources of data and to identify ways of accessing these sources as a basis for reliable, regularly updated workforce profiling.
Priority 2:
What we will do

Action 2.1
Establish simple mechanisms for accessing relevant and useful DHHS data.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Relevant and useful data is accessed by December 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>Peaks Network working through the established partnership structures (for example with the Department of Health and Human Services (DHHS) and the Department of Premier and Cabinet (DPAC)).</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Commenced and active by December 2012</td>
</tr>
</tbody>
</table>

Action 2.2
Identify data sources across the sector and leverage resources to collect, collate and analyse them as a basis for building an updated sector workforce profile.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Collation and analysis provides a strong basis for continued workforce planning by June 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>A sector workforce roundtable Coordinated by TasCOSS SDU to scope a sector-wide workforce profile, including data sources and collection, that leverages established processes.</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Scoping completed by June 2014, with recommendations on filling data gaps and resources required, tabled to the Peaks Network</td>
</tr>
</tbody>
</table>
**Action 2.3**
Identify investment in workforce development capacity for specialist peaks.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Increased investment in workforce planning and development initiatives in each specialist peak by June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsibilities for this action</td>
<td>• <strong>Peaks</strong> to investigate and develop a range of funding models for workforce development and planning activities. Timeframe: A key focus in 2013 and 2014</td>
</tr>
<tr>
<td></td>
<td>• <strong>Skills Tasmania</strong> to support available models of training brokerage and subsidies that can fund workforce planning and development activity. Timeframe: Completed by December 2012</td>
</tr>
<tr>
<td></td>
<td>• <strong>Skills Tasmania</strong> to foster the development of a Community of Practice of workforce development practitioners and provide professional development opportunities. Timeframe: Throughout the life of this Plan</td>
</tr>
</tbody>
</table>
**Priority 3: Raising and updating skills in our current and future workforce**

New skills: new pathways

Organisations across the sector are facing shortages of the skills demanded by a changing environment. Service providers must acquire new skill sets and practices that reflect the emerging service delivery models. The following specific trends are impacting significantly on the demand for skills:

- Increasing peer supporter and mentor service provision.
- Changes in case coordination and wrap-around service provision.
- Increasing consumer involvement in all aspects of services provision, evaluation and governance.
- An accelerating trend towards non-profit corporate governance from committees of management.
- Changes in volunteering and expectations for increased professionalism in volunteer management.

Organisations are calling for a better quality training system that will reflect the needs of the two-track workforce. The training system must respond to workforce needs by:

- Supporting articulation between the VET and higher education systems.
- Supplying specialist skills development that complements existing higher education and VET qualifications.
- Retaining a focus on foundation literacy and numeracy skills.

Goals for this priority

1. VET units of competence and/or courses that better deliver the new skills, frameworks and knowledge required by the fast-changing evidence base and service provision environments.

2. Expansion of accessible articulation pathways between VET and higher education qualifications that support increasing professionalisation of the workforce and integrate with sector organisation’s HR practices.

3. Increased numbers of people in non-professional roles with VET certificates at Certificate IV level as a sector minimum.

How we will work

The changes described above have been under discussion for some time. The structures and effort required to ensure successful coordination between training providers and our sector have fluctuated in recent years and we need to be more proactive.

We will convene an sector roundtable with training providers to accelerate the changes required for the current and future workforce.

We will work closely with training providers, Skills Tasmania and the Industry Skills Council to achieve our goals.
Priority 3: What we will do

Action 3.1
Build the required qualifications and skill sets for both professional and non-professional roles.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Required qualifications and skill sets confirmed with Community Services and Health Industry Skills Council (CSHISC) and training providers by December 2014, implementation in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>Management and leadership; professional practice; and, entry level and non-professional roles.</td>
</tr>
</tbody>
</table>
| Responsibilities for this action | • **A sector workforce roundtable** coordinated by TasCOSS SDU to engage with specialist skills providers and CSHISC more systematically to tailor skill sets and improve training delivery.  
**Timeframe:** Discussions and development active throughout the life of the Plan 2013-2015  
• **Skills Tasmania** to continue to support the development and speedy implementation of revised and tailored training packages.  
**Timeframe:** Throughout 2013-2015 |

Action 3.2
Improve articulation pathways between the training sectors that will support community service organisations processes and needs.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Clear articulation pathways in place and active by June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Responsibilities for this action | • **A sector workforce roundtable** coordinated by TasCOSS SDU to improve engagement with training providers to pursue opportunities to improve articulation pathways.  
**Timeframe:** Coordinated community sector discussions with training providers commenced and active by June 2013  
• Tasmanian Qualifications Authority (TQA) to support the realisation of opportunities to improve accessible practical articulation pathways.  
**Timeframe:** June 2014 |
**Action 3.3**
Increase annually the investment in VET training for both workforce segments.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Increasing numbers of employees report improved confidence in capacity to do their job (Peaks responsible for data collection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>Management and leadership; professional practice; and, entry level and non-professional roles</td>
</tr>
</tbody>
</table>
| Responsibilities for this action | **Organisational leaders and managers** to annually increase the numbers of staff training up to a Certificate IV standard.  
Timeframe: Throughout the life of this Plan  
**Organisational leaders and managers** Work with Peaks to systematically assess and evaluate training quality and impact.  
Timeframe: Throughout the life of this Plan  
**Peaks** to collate and analyse sector-wide information on quality and impact of training.  
Timeframe: Throughout the life of this Plan |

**Action 3.3**
Increase individual employee access to foundation skills, including core numeracy and literacy skills.

<table>
<thead>
<tr>
<th>Progress indicator</th>
<th>Increasing numbers of employees report improved confidence in capacity to do their job (Peaks responsible for data collection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related priority skills</td>
<td>Management and leadership; professional practice; and, entry level and non-professional roles</td>
</tr>
</tbody>
</table>
| Responsibilities for this action | **A sector workforce roundtable** to work proactively with registered training organisations (RTOs) on the design, delivery and evaluation of relevant training support.  
Timeframe: Throughout the life of this Plan  
**Organisational leaders and managers** work with Peaks to systematically assess and evaluate training quality and impact.  
Timeframe: Throughout the life of this Plan  
**Peaks** to collate and analyse sector wide information on quality and impact of training.  
Timeframe: Throughout the life of this Plan |
How this Sector Workforce Development Plan was developed

Skills Tasmania funded the development of this Sector Workforce Development Plan. The process was overseen by the Community Services Sector Peaks Network and coordinated by TasCOSS. The Peaks Network comprises:

- Aged Care Services Tasmania.
- Alcohol, Tobacco and other Drugs Council Tasmania Inc.
- COTA Tas Inc.
- Family Support Services Association Inc.
- Mental Health Council of Tasmania Inc.
- Multicultural Council of Tasmania Inc.
- National Disability Services Tasmania.
- Shelter Tasmania Inc.
- Tasmanian Association of Community Houses Inc.
- Tasmanian Council of Social Service Inc.
- Volunteering Tasmania Inc.
- Youth Network of Tasmania Inc.

TasCOSS, on behalf of the project team, engaged Maree Fudge, RDS Partners Pty Ltd, to assist in the development of this Plan. A project team comprising representatives from the project partners managed the process:

- Tony Reidy (CEO, TasCOSS; Chair of the Peaks Network from November 2011).
- Michelle Swallow (CEO Mental Health Council of Tasmania and Chair of the Peaks Network until November 2011).
- Dianne Bester (EO, Family Support Services Association).
- Dale Rahmanovic (Sector Development Officer, TasCOSS).
- Linda Seaborn (Industry Liaison Officer, Skills Tasmania).
- Kris McCracken (Workforce Development Officer, Mental Health Council of Tasmania).
- Lynne Maher (Workforce Development Officer, Alcohol, Tobacco & other Drugs Council).
- Liz Crane (Development Officer, Tasmanian Association of Community Houses).

Further support was provided by an Advisory Network comprising stakeholders with specific interests and expertise in workforce development and planning:

- Dianne Bester (EO, Family Support Services Association and representative for the Peaks Network).
- Richard Duffy (Australian Services Union).
- Shandell Elmer (Quality Management Services; UTAS Rural Health).
- Bettina Goodwin (Community Liaison Officer, Gunns Ltd – formerly of The Skills Institute).
- Tim Jacobson (Health and Community Services Union Tasmania).
- James McCormack (Local Employment Coordinator, DEEWR).

This Plan was developed through an extensive consultation and participatory process with the Peaks Network and Sector organisations.

Acknowledgements

The project team wish to acknowledge the effort and time contributed by the participating peaks and the Sector organisations who were consulted in the development of this Plan. The Community Services Peaks Network and TasCOSS also wish to acknowledge the support of the Advisory Network and thank the members for their contributions to this Plan.
Links to state and national workforce planning and development

- Australian Qualifications Framework.
- Community Services Industry Plan (2009-2012).
- CSHISC Environmental Scan (2011).
- Health Workforce Australia.

Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>DHHS</td>
<td>Department of Health and Human Services</td>
</tr>
<tr>
<td>DPAC</td>
<td>Department of Premier and Cabinet</td>
</tr>
<tr>
<td>FaHCSIA</td>
<td>Department of Families, Housing Community Services and Indigenous Affairs</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>OH&amp;S</td>
<td>Occupational health and safety</td>
</tr>
<tr>
<td>QA</td>
<td>Quality assurance</td>
</tr>
<tr>
<td>RTOs</td>
<td>Registered training organisations</td>
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<tr>
<td>TasCOSS</td>
<td>Tasmanian Council of Social Service Inc.</td>
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<tr>
<td>TQA</td>
<td>Tasmanian Qualifications Authority</td>
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<tr>
<td>SDU</td>
<td>Sector Development Unit (TasCOSS)</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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Definitions

Articulation Pathways
“The arrangements which facilitate the movement or progression of students from one course to another, or from one education and training sector to another” - source National Centre for Vocational Education Research, VET Glossary, 2011.

Clinical supervision
“Clinical supervision is directed at developing less experienced worker’s clinical practice skills through the provision of support and guidance from a more experienced supervisor. The clinical supervision relationship is characterised by regular, systematic and detailed exploration of a supervisee’s work with clients or patients.” – source National Centre for Education and training on Addiction www.nceta.flinders.edu.au
NCETA further makes a specific and important distinction between clinical supervision and administrative or managerial supervision, which focuses on the worker’s day-to-day administrative issues.

Core skills
Skills required for people to participate in our society (learning, reading, writing, oral communication, numeracy) – source Australian Core Skills Framework, Commonwealth of Australia 2012 www.deewr.gov.au

Core community services skills
Entry-level skills required in community services including theoretical framework for community-based support (rights based society and social determinants of health and well-being); OH&S, first aid; mental health first aid; food handling; community services system; referral pathways.

Employability skills
Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions. Employability skill groups include: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning skills and technology skills.

Foundational skills
The term “foundation skills” is defined in the National Foundation Skills Strategy for Adults as a combination of the following:

• Core skills described by the Australian Core Skills Framework, learning, reading, writing, oral communication and numeracy.
• Employability skills.
• Digital literacy.

Foundation skills exist across a continuum of levels, and affect an individual’s ability to progress through a career, change career paths, participate in education and training and engage with their community.

Functional literacy
This concept continues to be debated, nevertheless UNESCO links functional literacy with “work-oriented literacy” and describes functionally literate people as those who “can engage in those activities within which literacy is required for effective functioning in their group and community.” www.unesco.org/new/en.unesco

Professional supervision
“A structured intentional relationship within which a practitioner reflects critically on her/his work, and receives feedback and guidance from a supervisor, in order to deliver the best possible service to consumers. Professional supervision may incorporate any aspect of a professional role e.g., clinical, managerial, or cultural, and be one to one, one to group, or take the form of peer review.” – source Occupational Therapy Board of New Zealand - Code of Ethics www.otboard.org.nz

A specific and important distinction must be made between clinical supervision and administrative or managerial supervision, which focuses on the
worker’s day-to-day administrative issues.

**Qualifications**

“Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting the successful completion of a course programme.” – source www.qualityresearchinternational.com/glossary

**Skills sets**

“Those single units or combinations of units which link to a licence or regulatory requirement, or defined sector need. Skill Sets in Training Packages are identified by National Sector Skills Councils but Registered Training Organisations can also identify skill sets in response to the needs of enterprises or individuals.” – source www.training.com.au

NB: Units of competency that form a Skill Set can be drawn from one or more Training Packages.

**Training and education stakeholders**

Training and education stakeholders in this context may include and are not limited to: RTOs (Registered Training Organisations); Tasmanian Education Department; Tasmanian Polytechnic; TSI (Tasmanian Skills Institute); UTas (University of Tasmania).

**Training package**

“A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people’s skills in a specific sector or enterprise. They are developed by national Industry Skills Councils (ISCs). Service Skills Australia is an Industry skills council.” – source Service Skills Australia, www.serviceskills.com.au

**Workforce development**

Those policies and practices which support people to participate effectively in the workforce and to develop and apply skills in a workplace context, where learning translates into positive outcomes for enterprises, the wider community and for individuals throughout their working lives – source Skills Australia, Australian Workforce Futures


**Wrap-around services**

The wrap-around process is a tool for building constructive relationships and support networks among clients, their families, caregivers and other significant people.

This process is based on a client-centred, strengths-based philosophy of care, and is used to guide service planning for clients. In wrap-around, a team works to identify the underlying needs, interests, and limitations of clients and service providers, and to develop a plan that addresses these interests using natural, community supports wherever possible.

FaHCSIA define it thus: “Wrap-around services’ also involve multiple service providers collaborating around and with a client, to plan and respond to their individual needs and aspirations.” – source www.fahcsia.gov.au

**Occupation Levels**

**Professional**

ANZSCO Skill Levels 1 & 2

Bachelor degree or higher qualification.

At least five years of relevant experience may substitute for the formal qualification.

AQF Associate Degree, Advanced Diploma or Diploma, or at least three years of relevant experience.

AQF Certificate II or III, or at least one year of relevant experience.

**Non-professional: Community and Personal Service Workers**

ANZSCO Skill Levels 3 & 4

AQF Certificate III including at least two years of on-the-job training.

AQF Certificate IV, or at least three years of relevant experience.

AQF Certificate II or III, or at least one year of relevant experience.

The development of the Community Services Workforce Development Plan is a collaborative project between TasCOSS and the Tasmanian Community Services Peaks Network.

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