



For internal use only

Certificate III in Community Services

Health Care and Social Assistance is the largest employing industry in Tasmania, accounting for 16% of the workforce and a 21% increase in jobs in the past 5 years¹. The industry has the largest proportion of the workforce employed part-time with nearly 80% of workers female. Post-school education is generally required with more than 80% of workers having either a VET or other higher education qualification².

Health Care and Social Assistance is the fastest growing industry sector in Australia. Tasmania, with its ageing demographic, is at the forefront of this transformation. This sector is the greatest contributor to the Tasmanian economy and the largest employer.

There has been significant growth in employment across Tasmania in this sector over the past five years. This industry sector is underwritten by public investment, with the private sector still being extensively supported by Australian Government subsidisation of Health Care in all its forms. The expansion of the sector has been accelerated by the introduction of the NDIS, which requires a significant increase to the workforce³.

RESPONSE FROM KEY INDUSTRY STAKEHOLDERS

Adult standard literacy, numeracy and ICT skills are key requirements for any person seeking a career in the community sector. The Royal Commissions, into both Aged Care and Disability along with the requirements of the NDIS has seen an increasing regulatory and reporting framework for all workers within the sector.

The preferred skills for school leavers entering the sector:

- Attainment of the Tasmanian Certificate of Education (TCE) and the assurance of the associated literacy, numeracy, and ICT skills.

¹ [Tasmania | National Skills Commission](#)

² [Health Care and Social Assistance | National Skills Commission](#)

³ [Health, aged and disability services | Skills Tasmania](#)

- It is a highly regulated sector so school leavers need the ability to understand the technical nature of mandated National laws and regulations which requires a good standard of literacy and numeracy.
- Employability skills are critical. Workers need to have a level of maturity to work without close supervision, to be able to make informed 'big' decisions regarding people's health and welfare and to have the ability to understand when to escalate.
- Kindness, compassion, and the ability to establish clear boundaries, self-awareness and empathy are key attributes required for many roles in the community sector. These personal attributes often mature with increasing age.
- Right - fit people are critical. Just having a qualification is not enough to work in this sector. They need to be the right people - once again highlighted by the Royal Commission. The sector peaks strongly advocate screening of participants before they undertake training and there are a number of tools available that detail the key personal attributes of workers within the sector.
- Driver's licence is often stipulated by employers as a requirement of employment.

The preferred pathway for school leavers entering the sector:

- It is strongly recommended that students undertaking this qualification do relevant work placements in a community services setting. Some electives also have minimum work practice hours as a requirement. Suitable work placements for secondary students may be difficult to find. Caution should be exercised in choosing electives as some may not be suitable for secondary students. This qualification provides a good pathway to higher level community services qualifications. However, there are limited direct employment outcomes for this qualification and its attainment can limit access to funding for other qualifications within this sector which have more specific employment outcomes.
- Training needs to be linked with employers and not delivered in isolation. Traineeships are the preferred model for training. If traineeships are not able to be delivered, then close linkages with employers are still essential, with work-placements occurring throughout the training to ensure the theory is closely linked with the practical workplace.
- Career pathways are varied across the sector with many entry points and a TCE is strongly encouraged to enable access to further training and career opportunities. Students who have the right-fit personal attributes, that have good levels of numeracy and literacy and have a passion for the sector will find work and fulfilling careers.
- Further identification of career pathways right across the sector is being undertaken. The delivery of industry 'taster programs' and industry endorsed skill sets are recommended and industry peaks have spent considerable time in defining and developing these programs.
- Certificate II in Community Services is a generalist qualification and should not be used as the only entry pathway into the sector and certainly not as a pre-requisite or providing an advantage for a school-based traineeship. In fact, some sectors have indicated that this qualification is of little relevance.
- In some workplaces, a Certificate III qualification that has been delivered in school but outside of a traineeship model can be a disadvantage to the student in gaining employment post-school as many employers prefer traineeships. Qualifications delivered under traineeships provide financial incentives to employers and generally, better-quality training outcomes.

The sector has concerns with the completion of Certificate III Community Services in school/college for the following reasons:

- There are limited direct employment outcomes for this qualification and its attainment can limit access to funding for other qualifications within this sector which have more specific employment outcomes.

- This qualification is not recommended to be delivered in school setting as the employment outcomes are limited due to requiring a level of maturity, the ability to make significant clinical decisions and a requirement to have strong clinical support around anyone doing the role. Working with diverse clients, including vulnerable people in the community will be a requirement of a role in this sector.
- It is best suited to delivery post school and fully supported by industry on a pathway to a higher qualification (Diploma and above).
- It is critical that those undertaking the qualification like working with people and have good communication skills that are backed up with solid literacy and numeracy skills, compassion, kindness, self-awareness and the ability to maintain clear boundaries and work within social justice principles. Drivers Licence may be important, depending on the position.



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