

National Youth Employment Body Entry to Care Roles Skills Trial: evaluation findings and implications for systemic change

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We acknowledge the Wurundjeri people of the Kulin nation, the traditional owners of the land on which this report was prepared, and on which we live, work and learn. We respect and honour Aboriginal and Torres Strait Islander Elders past, present and future. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.



The National Skills Trial to build pathways to sustainable work

The COVID-19 pandemic has exacerbated an already dire situation for young jobseekers. Sectors that traditionally offered entry-level employment—such as retail, tourism and hospitality—have been severely impacted, and the consequent spike in unemployment will likely be accompanied by fierce competition between jobseekers of all ages for available opportunities.

The effects of the pandemic will be felt most acutely by young people of low socioeconomic status and relatively low educational attainment who are enduring personal challenges and/or living in locations experiencing severe downturns.

This evaluation focuses on the **National Skills Trial**, which aims not only to counter the immediate effects of the COVID pandemic by offering young people a stepping stone into employment in aged care and disability support, but also to address entrenched problems facing young people searching for employment.

“[our] case-load increased by 20,000 jobseekers last year because of COVID ... organizational capacity across employment and community services was smashed” Lead agency manager, SA



The model is designed explicitly to address the following challenges

Misalignment between supply and demand

The prevailing VET regime assumes a strong link between qualifications and specific professions. However, in 2019, [only 27.5% of VET graduates were employed in the occupation associated with their qualification](#) (NCVER 2020).

Limited career exploration

Disadvantaged young people have little exposure to employers and lack awareness and understanding of the range of career options. Career advice and employment services lack specialisation and often fail to cater for their needs (HRSCEET 2018; PoVic EEJSC 2018; Redekopp & Huston 2018). [Young people more likely to turn to their parents and friends for career advice](#) than career advisors (Skillsroad, 2017)

Disadvantaged young people churning through low-level training and jobs

Young people find the VET system confusing and employment services ineffective. The quality of training and the completion rates are too low. [For non-school based 15 to 19-year-olds in the two lowest SEIFA quintiles, Certificate II and below accounts for 50% of VET participation](#) – this is only at or below equivalence with a school completion certificate (White 2021).

Limited employment-based training opportunities

Economic disruption triggered by COVID-19 has prompted calls for employment-based pathways to work (i.e. apprenticeships, traineeships and cadetships). However, [apprenticeship commencements have been the lowest since 1998 and completion rates at their lowest since 2004](#) (NCVER 2018, 2020). Poor remuneration and conditions are key factors.

Low and declining training completion rates

[VET completion rates for all cohorts sit at only 40% to 60%](#), with young early school leavers experiencing the worst outcomes. (NCVER, 2018). One important contributing factor is the limited knowledge about careers; this points to the importance of career exploration before investing in training



The National Skills Trial model

1. Identify employer champions & key stakeholders Month 1 and 2	2. Pre-employment Month 2 and 3	3. Entry into Care Roles Skill Set (ECRSS) Month 3 and 4	4. Employment Month 5 and 6	5. Further skill development & training Month 6 onwards
To address misalignment between supply and demand	To address limited opportunities for career exploration for young people	To address 'churn'	To address limited employment-based training opportunities	To address low and declining training completion rates
<p>Community Investment Committees identify employer champions and key local stakeholders to co-design and coordinate a tailored training pathway</p> <ul style="list-style-type: none"> Local youth employment service coordinates the pathway and prepares young people. Employer champions co-design pre-employment and accredited training (Entry-into-Care Roles Skill Set and additional units); commit to providing employment opportunities to young people and supporting their further skill development. TAFE tailors training to employers and young people; delivers accredited training to young people. State and federal governments identify existing funding and programs to support young people and employers; connect in ready and willing employers. Community organisations provide central point of contact for employers; promote pathway to youth employment services to connect in young people; and provide additional support to young people by leveraging community initiatives and investments. Council advise on local economic development and connect in sector employers. 	<p>Young people are supported in work readiness and career exploration</p> <ul style="list-style-type: none"> Youth employment services deliver: <ul style="list-style-type: none"> one-on-one and group coaching support and career education that enables young people to make an informed decision support to complete additional requirements for the Entry into Care Roles Skill Set according to state or territory regulations. National Youth Employment Body (NYEB) (See Appendix 3 & 4) provides tailored resources for role suitability, including checklist and work readiness guide. Employer champions input into preemployment to tailor according to their needs; talk to young people about diverse roles and pathways in the sector and provide work tasters and site tours. Young people opt in based on aspirations and interests 	<p>Young people are supported to complete the Entry into Care Roles Skill Set, gain valuable skills and experience to take the next step in learning or work</p> <ul style="list-style-type: none"> TAFE delivers Entry into Care Roles Skill Set and any additional training identified by employers. Youth employment services provide support for young people to reach their training goals. Employer champions host industry tours; provide career mentoring and development. State and federal governments utilise existing programs and initiatives to support employers and young people. Community organisations draw on existing programs to offer extra support to employers and young people 	<p>Young people are connected to an entry-level job in the aged-care and disability support sector</p> <ul style="list-style-type: none"> Employer champions provide entry-level jobs to young people and support them to complete the Skill Set. Youth employment services provide postplacement support: to employers; to young people around career aspirations; and gain feedback to inform and strengthen pathways to sustainable work. Community Investment Committee (CIC) reviews pathway and identifies what works, as well as gaps and duplication. State and federal governments utilise existing programs and initiatives to support to employers and young people. 	<p>Young people are supported with next skill set to progress on career pathway</p> <ul style="list-style-type: none"> Employer champions support young people to continue learning toward career goals. TAFE delivers ongoing skill set according to young person's career pathway. Young people undertake skills development relevant to their preferred career pathway. Youth employment services continue to provide post-placement support to young people for career goal planning to ensure ongoing skill development for their career pathway. Human Services Care Skills Organisation designs next skill set that can be used to access a range of different jobs within the Health Care and Social Assistance sector State and Federal Government leverage existing programs and initiatives to support both employers and young people to continue on their career pathway.
<p>Key stakeholders</p> <p>Youth employment services (Transition to Work as the lead, other services to connect in young people), employer champions, VET provider (TAFE*), all levels of government, community organisations</p>				

Overview of the evaluation aim, research questions and outcomes

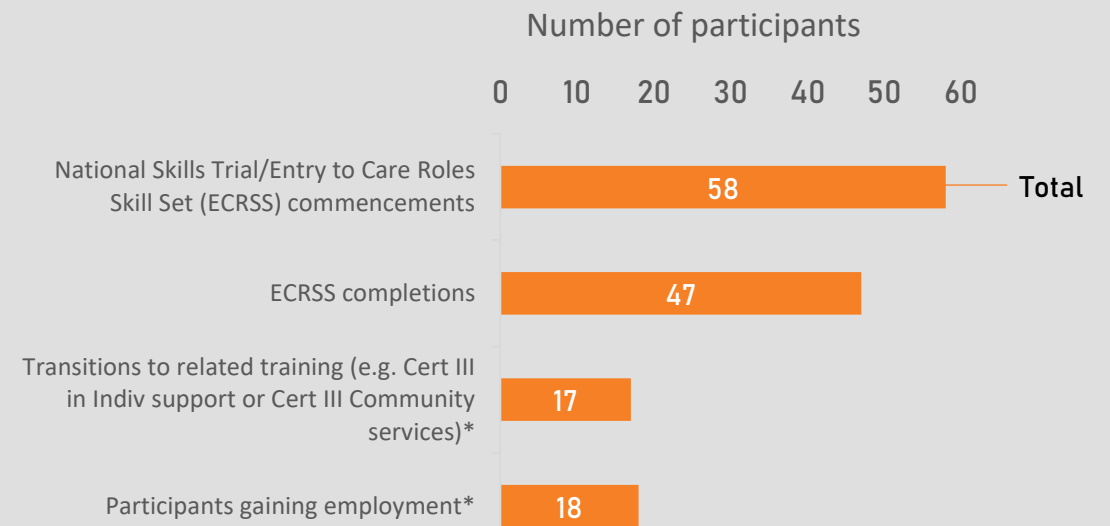
Aim

To identify how the skilled pathway is working for young people and employers, and the enabling conditions for the skilled pathway within various regional settings.

Evaluation questions

- How suited is the Skill Trial model's design for addressing the challenges facing unemployed young people?
- Did the Pilot achieve place-based cross-sectoral collaboration for skilled youth employment opportunities?
- What were the Pilot's outcomes for individual young people?
- What were the enabling conditions for implementation and impact of all the Pilot's mechanisms?
- In what ways is the Skills Pilot addressing local misalignment between supply and demand in the aged and disability care sectors?
- What is the Skill Pilot's potential for influencing long-term systemic change?

Snapshot of early outcomes

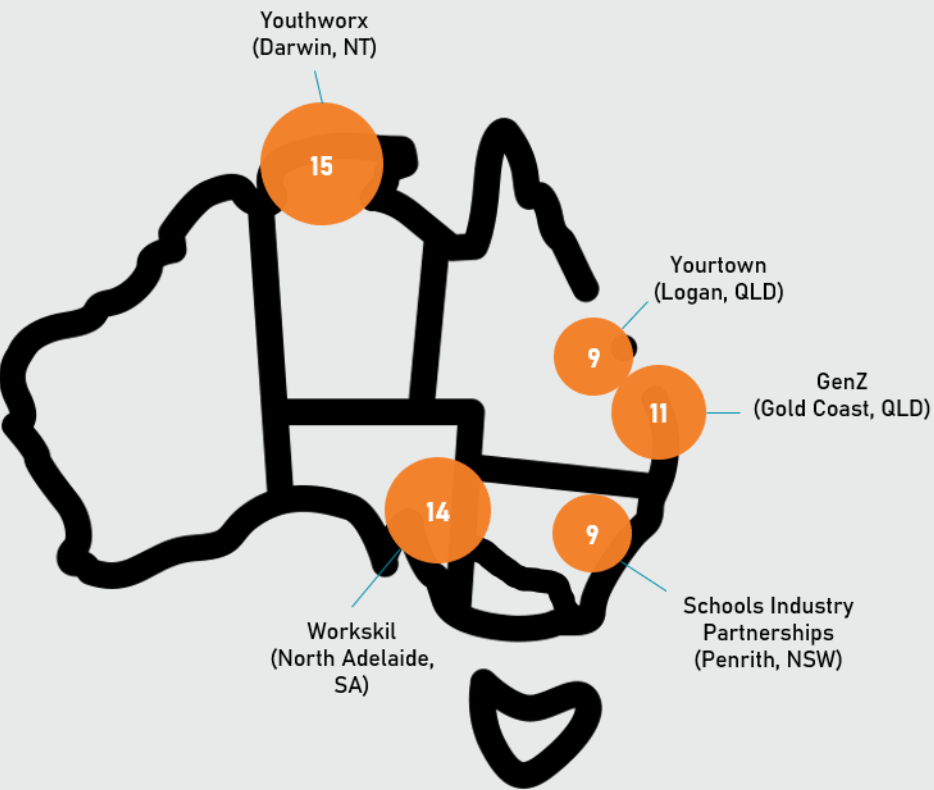


Note:

*Incomplete data - indicative only

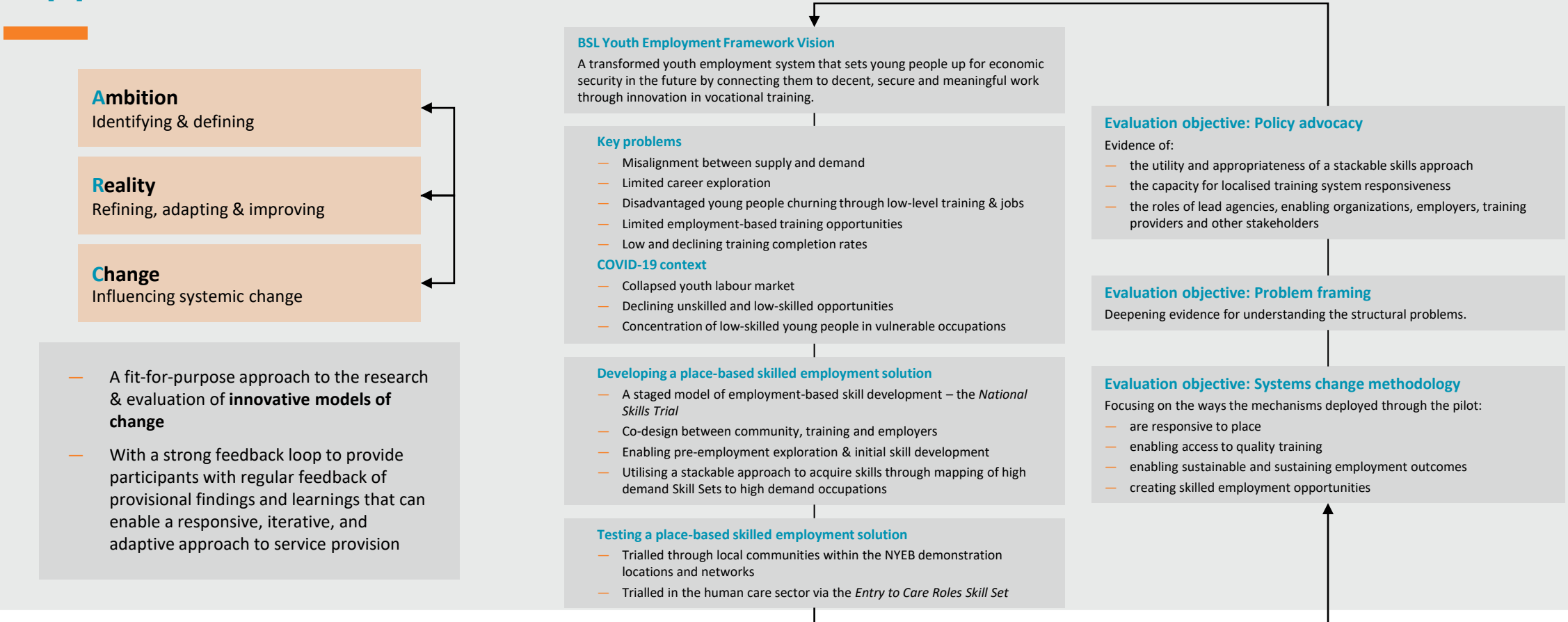
Focus groups and surveys were conducted in five locations

Location



Contributors to the evaluation	Sample size collection method	
	Interviews Focus groups	Surveys
Young people	19	15
Employers	3	4
Senior lead agency staff and/or managers	8	
Registered training provider staff	5	
Enabling Organisation staff (BSL)	4	

This evaluation approach is informed by the BSL's Adaptive ARC approach to research and evaluation



Summary of lessons from the National Skills Trial Evaluation

	Identify employer champions & key stakeholders	Pre-employment	Entry into Care Roles Skill Set	Employment	Further skill development & training
Main findings	<ul style="list-style-type: none"> Pre-existing local relationships featuring employers act as network foundations, and enable co-design. The NYEB partners are working closely to identify local opportunities, support young people, deliver the training, including work placements. 	<ul style="list-style-type: none"> Recruitment is effective through the use of information sessions and career exploration. Subsequent support provided has proved effective. Disability support has proven the most popular option, with the nature of the work a motivation to many. 	<ul style="list-style-type: none"> The ECRSS is well designed, though some adaptation was trialled to boost 'communication skills' and stackability. Effective pedagogy involves discussion, role play, and engagement in small, familiar settings; via adaptable and experienced training providers. LLN standards are maintained through remedial measures available. 	<ul style="list-style-type: none"> Work placements were invaluable ('learning-while-doing'). Employers look to non-technical skills/attributes as much as they do technical skills; these develop concurrently. Model offers a more effective recruitment option than existing employment services. 	<ul style="list-style-type: none"> 81% completion of the ECRSS (of 58 commencements). Trial has alerted young people to a range of employment and training opportunities.
Challenges	<ul style="list-style-type: none"> Federal and state government policy reviews and changes are imminent in aged care, disability support, and VET sectors. Cross-sector collaboration is difficult to achieve: silos remain across education, training, employment, and youth support services. Forecasting local industry needs remains an inexact undertaking. 	<ul style="list-style-type: none"> Specialist, youth-oriented, employment services are rare and lack funding. Disadvantaged youth encounter complex and diverse barriers that are not adequately addressed by support services within or beyond education. Negative society-wide pre-conceptions about aged care and disability support deter young people from pursuing careers in those sectors. 	<ul style="list-style-type: none"> Funding is sporadic and the associated subsidized priority courses are limiting for young people. Mobility and career exploration is limited by the VET system. VET sector-wide ambivalence to micro-credentials limits learner mobility. 	<ul style="list-style-type: none"> Industry-wide commitment by employers is uneven, and may remain so while the NST is in 'pilot' phase. Established employment services provide insufficient support to connect young people to employers. What constitutes work-relevant and assessable skills remains a difficult problem. 	<ul style="list-style-type: none"> Societal attitudes and preconceptions obscure the potential for long term career pathways in 'human services'. A lack of career development, effective information, and qualified staff are limiting the 'stackable' skill approach to enhancing long term mobility.
Enablers*	<ul style="list-style-type: none"> Strong partnerships providing insight into community and industry needs. Commitment of government and lead agencies. The resources, procedures, and protocols required for partnership building. Enabling organization support in accessing funding and networking opportunities. Co-design resulting in innovative approaches. 	<ul style="list-style-type: none"> An awareness of, and capacity to address, learning and wellbeing needs of students 	<ul style="list-style-type: none"> The partner training providers were flexible and adaptable. The ECRSS's 'stackability' design 	<ul style="list-style-type: none"> Employers regarded their contribution to the Trial as an investment in workforce recruitment and development. 	<ul style="list-style-type: none"> Transitions to related, full, qualifications

*See [Appendix 1](#) for detail on Enablers

FINDINGS: Identifying Employer Champions and Key Stakeholders

Pre-existing local relationships and the presence of BSL was vital in linking young people with local training organisations and employers

Key findings

- Pre-existing local relationships were beneficial in garnering support from employers, negotiating difficulties (e.g. COVID delays, scheduling, funding issues), and enabling effective co-design
- Employers are motivated by the need to fill current and looming staff shortages, and were active partners in most sites during the recruitment and induction processes
- Partners felt that BSL is successful as an enabling organisation in providing the know-how and marshalling the resources of stakeholders

Challenges

- Building networks was hindered in part because access to funding is sporadic
- Cross-sector collaboration is difficult to achieve due to differing priorities and the silos that remain across education, training, employment and youth support services
- Thus, monitoring and forecasting local industry needs remains a complex and inexact undertaking
- The highly marketised training environment hindered the involvement of TAFEs

“The NDIS has forced a revolution in care ... the sector will become more responsive, person-centred, and [so] it’s a good time to replenish the workforce” *Employer, Qld*

FINDINGS: Pre-employment

Young people felt that the opportunity to discuss career options and preferences was an invaluable feature of the NST

Key findings

- According to young people, **the opportunity to discuss career options and preferences has been an invaluable feature of the National Skills Trial**
- Recruitment–induction processes for the skills trial were most effective for young people when lead agencies, employers and training providers engaged with them well before commencement
- Many **jobseekers were willing to consider unfamiliar sectors** when more background information was provided
- **Disability support, compared to other sectors is favoured the most by young people with a desire to help others**

Challenges

- Specialist youth-oriented employment services are still rare and lack funding and support from the government
- **Background materials are not tailored to young people** and rely on the contributions of individual employers
- **Disadvantaged young people encounter complex and diverse barriers** that are not adequately addressed by support services within or beyond education
- Negative society-wide **preconceptions about aged care and disability support deter young people from pursuing careers in those sectors**

“The [pre-employment] help was ‘make or break’ ... definitely” *Female, Qld*

“I wanted to be a wardman in a hospital ... I really didn’t know anything about the [steps needed] to get in there ... I’ve always wanted to help people ... and this is a good first move; maybe [disability support] will be something I really like” *Male, Qld*

FINDINGS: Entry into Care Roles Skill Set

All research participants felt that the Entry to Care Roles Skill Set (ECRSS) is well-designed and fit for the purpose

Key findings

- All participants (young people, lead agency, training providers and employers) considered the **ECRSS' units of competency and overall design to be well-conceived and fit for the purpose**
- **Adaptations were made by a training provider** to boost communication skills and provide greater capacity for youth to pursue a broader range of careers
 - This exercise in co-design was significant and **will likely shape future iterations of the course**
- The most effective teaching/learning approach involved **discussion, role play and engagement in small, familiar settings**
- **Training providers that were adaptable and had industry experience were highly regarded** by lead agencies and young people
- **Lead agencies were pivotal in liaising with training providers** and in **ensuring that learners obtained the additional formal requirements** (e.g. Working With Children Checks, First Aid and CPR training)

Challenges

- **Funding is sporadic**, and the subsidised priority courses in each state are often too limiting for young people
- The Trial cohort members were younger than those typically undertaking a Cert III level and have yet to decide on a career pathway. This required the **appointment of trainers with particular skills and experience**
- **Mobility and career exploration are limited by the VET system** (i.e. the prevailing qualifications regime and its competency-based training)
- VET sector-wide ambivalence to micro-credentials such as the ECRSS limits learner mobility

"[These] short courses are a really good idea for those people who don't really know where they want to go; it's not as stressful as you think it's going to be; or what it's going to be like with further study" *Female, Qld*

"I had no idea [skill set] was a 'thing'; it was definitely worth my time to see what it's like in this kind of environment" *Male, Qld*

About the Entry to Care Roles Skill Set (ECRSS)

This is a short course designed by PricewaterhouseCoopers (PwC) Consulting and is part of the COVID-19 crisis response to help **develop skills and knowledge required to provide entry-level support for a range of roles within the aged care and disability support sectors**. Learners are prepared mainly for non-direct client support, with some basic instruction in direct client care to ensure the safety of both the learner and client in care.

See [Appendix 2](#) for more details.

FINDINGS: Employment

Despite that, there was a mismatch in work expectations between employers and young people

Key findings

- There was a **mismatch in expectations** in terms of work-readiness (employer) and employment and workplace conditions (youth)
- However, employers felt that the **model was a more effective recruitment option than existing employment services**
- Work placements provided young people with **greater insights into the employment environment and employers with access to prospective employees**

“this isn’t a ‘regular’ work placement ... [we] had to devote 4 already overworked staff to it ... it’s more demanding” [because of the younger and less settled learners] *Employer, NT*

**“I don’t think we felt welcomed...[there was] a lot of discourtesy...’rude’...and they were disorganized”
“the training experience was 100% more useful” *Female, Qld***

Challenges

- **Links to employers were sometimes irregular** due to COVID-19 lockdowns and restrictions, and funding uncertainty
- The **level and quality of supervision in the workplace varied**, with some young people needing more targeted communication and mentoring from the lead agency and employers
- **Negative pre-conceptions of aged care and disability support** limit the appeal of a long-term career pathway in this sector
- Industry-wide **commitment by employers remains incomplete**

FINDINGS: Further skill development & training

Young people felt empowered and better positioned to shape their futures

Key findings

- Young people felt that their **employment and training horizons had been broadened** after the National Skills Trial
- They also **feel empowered and more capable of shaping their futures** after the Trial
- Early outcomes of the Trial are promising, showing **high completion rates and positive transitions**

Challenges

- **Negative pre-conceptions of aged care and disability support** continue to hamper the potential for long term career pathways in this sector
- A **lack of support, career development, adequate information and qualified staff** are limiting the 'stackable' skill approach to enhancing long-term mobility between roles or sectors

"[They] got me thinking ... paying attention to what's needed for me to get what I wanted [nursing/midwifery]. [They] opened my eyes. [now] I apply for positions myself: now looking for opportunities. [The] encouragement was really important" *Female, NT*

"I don't see [clients] as just disabled people anymore ... just people that went through a bad time in their lives" *Male, Qld*

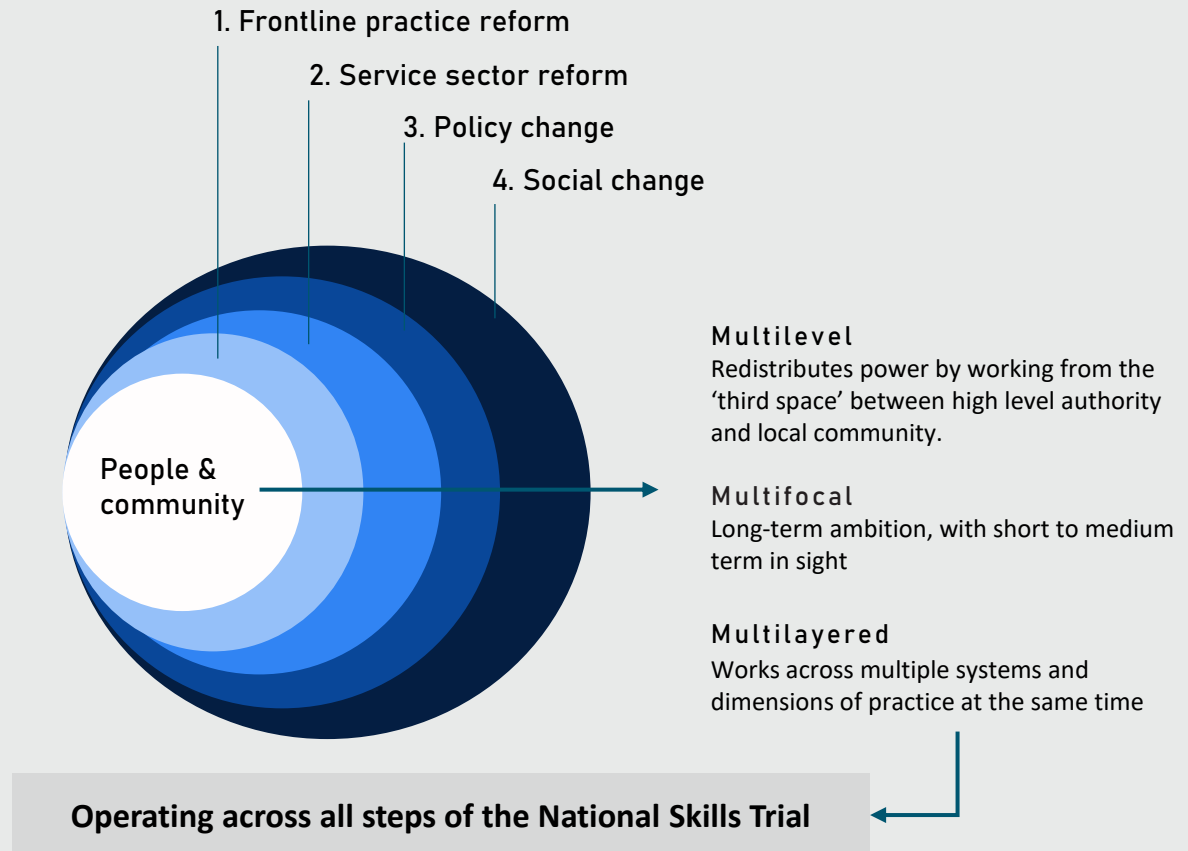
"This [model] is working because it hasn't been thrown together in an instant" *Lead agency manager, Qld*



The potential for systemic change via the National Skills Trial

A definition of **systemic change** pursued by the Brotherhood of St. Laurence

'The embrace of an applied social policy that intentionally disrupts the systems that hold inequality and disadvantage in place. It transforms ways of thinking, institutional structures and practices so that populations can grow their capability to pursue lives they value'.



Necessary steps towards systemic change

	Identify employer champions & key stakeholders	Pre-employment	Entry into Care Roles Skill Set	Employment	Further skill development & training
1. Frontline practice reform	Enabling organization/Lead agencies <ul style="list-style-type: none"> Developing the protocols, processes and materials to enable adoption of practices consistent the model's objective Promoting co-design 	Enabling organization/Lead agencies <ul style="list-style-type: none"> Create materials (videos, websites, brochures and fact sheets) tailored to young job seekers with insights into the aged care and disability support sectors. Prepare materials for youth coaches 	Training providers <ul style="list-style-type: none"> Ensure trainers have are adaptable, able to connect and willing to engage with young people Contribute to co-design by scheduling delivery to enable lead agency and youth coach involvement. Adopt the appropriate teaching method Advise and help shape supplementary training (e.g. LLN needs) 	Lead agencies <ul style="list-style-type: none"> Match of young people with employers, while keeping their preferences and goals in mind Build a system of mentorship to support youth during work placements 	Lead agencies <ul style="list-style-type: none"> Provide ongoing support and guidance to young people that have completed the Skills Trial
	Enabling organization <ul style="list-style-type: none"> Surveys and analyses opportunities (e.g. funding) in each site's state Ensures representatives possess a high degree of decision-making authority Maintains continuity and consistency in support offered to the lead agency and partners Provides ongoing development through co-design 	Lead agencies <ul style="list-style-type: none"> In collaboration with partners, provide extensive support to those young people with specific learning and wellbeing needs 	Training provider partners <ul style="list-style-type: none"> Provide comprehensive learning and wellbeing support, particularly for disadvantaged young learners. 	Lead agencies <ul style="list-style-type: none"> Secure opportunities for young people to gain exposure to workplaces 	
2. Service sector reform	Enabling organization/Lead agencies <ul style="list-style-type: none"> Secure funds for long term collaboration Strengthen networks from pre-existing relationships in diverse locales Engage prospective employers, and gauge the needs of job seekers and local industry 				

Necessary steps towards systemic change

	Identify employer champions & key stakeholders	Pre-employment	Entry into Care Roles Skill Set	Employment	Further skill development & training
3. Policy change	Enabling organization (& expert advisors) <ul style="list-style-type: none"> — Influence policy makers to make available the resources that promote the expansion of the NYEB and future iterations of the National Skills Trial. 	Enabling organisation <ul style="list-style-type: none"> — Draw on the expertise of career guidance specialists and services assisting young people with additional needs 	Enabling organisation / lead agencies <ul style="list-style-type: none"> — Advocate for funding needed to include the ECRSS as a priority subsidised course in TAFEs in all states 	Enabling organisation, lead agencies and employer partners <ul style="list-style-type: none"> — Advocate for peak industry body support and endorsement of initiatives featuring workplace-based training and work experience 	Enabling organization/lead agencies <ul style="list-style-type: none"> — Promote VET reform to incorporate the stackable skill set approach with the broader qualification options
4. Social change	Enabling organisation / lead agencies <ul style="list-style-type: none"> — Showcase the Skills Trial/NYEB model to initiate more place-based collaborations — Embed funding to sustain long-term service provision and development spanning training and employment. 	Enabling organisation / lead agencies <ul style="list-style-type: none"> — Ensure young people can access career guidance that provides insights into a range of training and employment options — Ensure tailored, extensive support is a feature of high quality employment and training services. 	All partners <ul style="list-style-type: none"> — Promote initiatives and activities that counter ambivalence to micro-credentials — Assist efforts to realise the potential of micro-credentials 		Enabling organisation / lead agencies <ul style="list-style-type: none"> — Engage local secondary schools to promote workplace-based training and vocational preparation

Lessons and future steps

This evaluation showed that the **National Skills Trial model has great potential to address youth employment challenges and ensure that:**

- **links between young job seekers and employers are built** in high demand areas
- **young people are supported and allowed to explore careers** as they undertake vocational training and work placements in aged care and disability support
- **training provided is accredited** and contributes to full qualifications in the form of the Entry to Care Roles Skill Set (ECRSS)
- **work placements provide exposure** to the work environment
- **young people are well-equipped** to make decisions about future employment and training

Its emphasis on **place-based responses, building links with employers, ongoing support and guidance, and designing 'stackable', accredited courses** constitutes an innovative response to the problem of youth unemployment.

An **81% course completion rate** was achieved based on **early outcome findings**

Lessons learnt

- **The building blocks are local:** pre-existing local relationships are the foundation of place-based responses, with coordination by the enabling organisation.
- **Impact is hindered by inadequate funding:** sporadic funding and variations between states and locations are challenges that need to be met.
- **Flexibility is vital at all levels:** this means accommodating the fluid nature of place-based partnerships and diverse barriers faced by disadvantaged young people.

Prompting systemic change

Several government-level and NYEB stakeholder reforms are needed for the model's potential to be fully realised:

- **Providing funds and resources** that promote the expansion of the NYEB and future iterations of the National Skills Trial
- **Increasing the availability of improved local career guidance specialists and services working with other services** to support disadvantaged youth
- Building a qualifications system that better captures the skills required for employment
- **Industry support for exposure through work placements** and employment-based training

REFERENCES

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APPENDIX 1

Enabling factors required for future development

Networking and place	Funding	Recruiting employers	Pre-employment support	Training offer
<ul style="list-style-type: none"> Strong connections with partners with information that provide a clear assessment of the local community and industry needs. Commitment from local, state and federal government agencies, and from partners. Enabling organisation providing resources, procedures, protocols and consistency that foster long-term relations. Community Investment Committee (CIC) members possess a high degree of decision-making authority Processes and procedures that provide scope for partners to communicate dissenting views. Scope for Enabling Organisation to survey and act on opportunities (e.g., funding) in each site's state Strong correspondence with research and expert advice for program evaluation, adoption and short term problem-solving. 	<ul style="list-style-type: none"> Access to funding streams that can sustain service provision and development. Funds secured in advance of program commencement to allow for recruitment and medium to long-term planning Funds that cover costs of skill set and additional training requirements. Funds that provide scope for development of both technical and non-technical skills 	<ul style="list-style-type: none"> Peak industry body endorsement, promotion and support. Program materials and documentation developed by the enabling organisation communicate the required nature and extent, with exemplary case studies. Program materials that identify and assess the employers' context and specific needs enable co-design of the support and training. Lead agency capacity to engage with and maintain relationships with multiple prospective employer partners. 	<ul style="list-style-type: none"> Materials (videos, websites, brochures, and fact sheets) that provide prospective students with a clear, realistic and comprehensive insight into the opportunities related to the aged care and disability support sectors; and help counter misconceptions Training materials that assist youth coaches in better advising prospective applicants of the training and employment opportunities in aged care and disability support. Materials that introduce to young people the concept of technical and non-technical skills and the synergy between those skills. Complementary and clearly described roles and responsibilities of youth coaches, trainers, and employer staff. Strong connections with local services so young people can be directed to a broader network of supports and better understand other options available. Capacity to provide support to those with specific needs. 	<ul style="list-style-type: none"> Skill set that has strong endorsement from industry and trade unions. Clear description of the skill set with the broader range of qualification options and frameworks. RTO trainer familiarity and connection with young people and with those experiencing disadvantage. Innovative teaching employed in the delivery of the skill set. RTO capacity and readiness to provide training at the premises of the lead agency, and that supplements the ECRSS. RTO flexibility and input into supplementary training and the most appropriate mode of delivery Providing young people knowledge of broader qualifications frameworks, pathways, and the role of skill sets.

APPENDIX 2

CHCSS00114 Entry into Care Roles Skill Set

Description

This skill set addresses the skills and knowledge required to provide entry-level support for basic client care for a range of roles and purposes required in the aged care and disability support sectors. The support provided in client care will be predominantly non-direct, with some basic direct client care, in order to maintain the safety of both the learner and client in care.

For information on delivery and associated job roles, please refer to the relevant Companion Volume Implementation Guide: RTO Factsheet available on [VETNet](#).

Pathways information

The units provide credit towards the Certificate III in Individual Support and other qualifications that allow for selection of these units.

Skill set requirements

This skill set responds to an industry need as a result of COVID-19 and is time-limited to the pandemic and recovery phase. This skill set is valid until 30 June 2021, with a mid-point review in December 2020. It may be extended by quarterly intervals if required, to align with the course of the COVID-19 pandemic and recovery phase. There are modified assessment arrangements for units of competency in this skill set.

Target group

This skill set is for individuals who use introductory care practices to support fully qualified carers within an aged care or disability support environment. Candidates who complete this skill set would be equipped with the skills and knowledge required to undertake job tasks to support fully qualified carers, such as making beds, providing assistance to maintain a clean environment and communicating with carers as part of the support service.

These units of competency from HLT Health and CHC Community Services Training Packages meet industry requirements for basic entry level care in aged care and disability support contexts.

Units

CHCCCS015	Provide individualised support
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care

More detail

- [Department of Education Skills and Employment implementation guide](#)
- [RTO Factsheet](#)
- [Training.gov.au - Entry into Care Roles Skill Set](#)



APPENDIX 3

About the National Youth Employment Body

The NYEB was established by the Brotherhood of St. Laurence in 2019 to provide a coordinated, multi-sectoral response to youth unemployment. The NYEB began within three demonstration sites – Logan (Queensland), Shoalhaven (New South Wales) and North Adelaide (South Australia).

A core component of the NYEB theory of change (below) is a collaborative governance arrangement called a **Community Investment Committee (CIC)**.

The aim of the CIC model is to **provide a local collaborative governance mechanism for communities to identify and put into action responsive local solutions to youth unemployment**.

IMPACT	The NYEB informs the development of a coordinated and coherent national approach to youth employment. It does this by enabling key actors to work collaboratively across local and national levels to invest in employment pathways that align with: the aspirations and capabilities of young people and the needs of local employers				
SYSTEMIC OUTCOMES	Young people's participation in the labour market is enhanced through local and national stakeholder collaboration, development of innovative policy and practice that span both supply and demand-side approaches to employment, and alignment of national and state-based investments in place				
	Locally developed solutions to youth unemployment guide local efforts, inform government investments and contribute to inclusive economic growth	Collaborative policy making and flexible funding provides incentives for sectors and services to work together, share expertise and create job opportunities	Key actors from multiple sectors work together to develop flexible strategies for structural change based on local evidence	Employers inform policy and program design, aligning education and training, employment services and industry with workforce needs and aspirations of young jobseekers	Young people are valued as experts of their own lives, and are active contributors to solutions and change
PROGRESSIVE OUTCOMES	Diverse local actors working together, developing employment-related projects, impacting local employment pathways and informing national policy making	Policy makers more aware of structural and policy barriers to youth employment in place and support collaborative processes that drive innovative responses	Relationships, conditions and practices that build work pathways are documented and shared amongst stakeholders, who collaborate and apply learnings	Employers value young people's capabilities and are supported to create entry level employment pathways	Young people are supported to contribute to employment policy and program development
MECHANISMS	Trust, common purpose and commitment of CICs enables the sharing of diverse perspectives and expertise to drive solutions in place	Collaboration and knowledge exchange between local and national participants links policy and practice	Facilitation and evaluation of strategies and collaboration between NYEB governance groups and the wider community builds evidence and adaptation in place	Platforms created for employers to share knowledge and promote benefits of investing in young people	Platforms created for young people to share experiences and contribute to decision making
ASSUMPTIONS	Place-based approaches build capacity for local collaboration and innovation needed to promote sustainable and inclusive economic growth	Collaborative approaches and systems thinking supports adaptive policy making that enables community to innovate and adapt, rather than compete for resources	Coordination and shared responsibility across diverse sectors for transitions to work, and collaborative leadership and networks lead to innovative working	Employer contribution to employer-orientated solutions aid supply and demand sides of skills development and employment opportunities for young people and local economies	Young people's participation in strategy design and decision making builds capabilities and work pathways for young people and the wider community
COMPONENT	Local Community Investment Committees (CICs)	National governance groups	Enabling organisation	Activating employers	Youth participation
PROBLEM	Local actors and efforts to improve youth employment opportunities are not aligned, do not reflect diverse interests and do not inform national policy	National youth employment policies and programs are not designed across government departments and not informed by local context	Lack of facilitative leadership and an authorising environment to bring together diverse sectors, expertise and efforts to improve young people's transitions to employment	Employers are not able to systematically contribute to efforts that mutually benefit the demands of industry and the capabilities and work pathways of young people	Young people's voice and experiences are not valued or reflected in the design and support of their capabilities and work pathways

APPENDIX 4

The National Skills Trial within the NYEB Framework

