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**CHC Identify and Report Children and Young People at Risk Project**

**Consultation Strategy**

**April 2025**

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1.1 Project details

|  |  |
| --- | --- |
| Project full name and code: | CHC Identify and Report Children and Young People at Risk (HMA\_ANN\_2425\_008) |
| Project shortform name: | CHC Identify and Report Children and Young People at Risk |
| Project Manager: | Michelle Csapo |
| Consultation Manager | Catherine Doherty |

1.2 Purpose of the Consultation Strategy

The purpose of the Consultation Strategy is to support the adjustment of packaging rules to replace *CHCPRT001 Identify and respond to children and young people at risk* with *CHCPRT025 Identify and report children and young people at risk.*

The strategy includes identification and mapping of key stakeholder groups, and outlines consultation objectives, methods and timing of consultation activities. It also includes communication objectives and methods.

The strategy is underpinned by the HumanAbility Stakeholder Engagement Plan and Engagement Principles.

1.3 Audience

The audience for this strategy is the Project Manager, Technical Committee, Consultation Manager, Project Team, Department of Employment and Workplace Relations (DEWR) and key stakeholder groups.

1. Background

2.1 Project overview

There is range of legislative and regulatory obligations in Australia that aim to protect children and young people from the risk of harm, abuse and neglect. Under Commonwealth, State or Territory legislation approved early childhood education and care providers, schools, educators and other education staff are required to report on incidents or suspected incidents involving children and young people. Mandatory reporting legislation specifies who is mandated to report cases of suspected child abuse and neglect; for each state and territory, apart from the Northern Territory, this is a list of occupations. Within the HumanAbility’s remit this includes occupations such as teachers, early childhood educators, welfare practitioners and medical practitioners. In the Northern Territory all adults are mandated[[1]](#footnote-1).

In December 2022, crucial training product changes were made in response to Victoria’s New Child Safe Standards which came into effect from 1 July 2022[[2]](#footnote-2), and *The Children and Young Persons (Care and Protection) Regulation 2022[[3]](#footnote-3)* which commenced on 1 September 2022.  As a result of these changes the unit - *CHCPRT001 Identify and respond to children and young people at risk* (Release 2) was deemed not equivalent and superseded by *CHCPRT025 Identify and report children and young people at risk* (Release 1).  The aim of this project is to incorporate the new unit into 12 qualifications in the *CHC Community Services Training Package* (Release 9.3).

*CHCPRT025 Identify and report children and young people at risk* (Release 1) has a broader scope, explicitly addressing various types of abuse and enhances understanding of protective factors. It emphasises practical application and includes engagement techniques, equipping practitioners to better address child protection issues across complex contexts.

The NSW Department of Education and participants in *CHC50121 Diploma of Early Childhood Education and Care Entry* requirements review consultation workshops have raised concerns that the superseded unit, is not fit for purpose. Stakeholders advise CHCPRT001 does not meet national, state and territory regulatory requirements introduced since 2023,  including  *Family Law Act 1975* (Cth), *Children and Young People Act 2008* (ACT), *Children and Young People Act 2008,*  *Care and Protection of Children Act (NT), Child Protection Act 1999 (Qld), Children and Young People (Safety) Act 2017 (SA), Children, Young Persons and Their Families Act 1997 (Tas), Children, Youth and Families Act 2005 (Vic),  Children and Community Services Act 2004 (WA)* and Victoria's Child Safe Standards.

A request has been made by the NSW Department of Education to expediate replacement of the *CHCPRT001 Identify and respond to children and young people at risk* (Release 2) with *CHCPRT025 Identify and report children and young people at risk* (Release 1) to ensure the qualifications are aligned with current regulatory standards. This will enable graduates to be ready for the workforce and able to provide essential, quality education and care services for children and young people.

There are twelve (12) qualifications that currently include the superseded unit, several of which have high demand.

* *CHC30121 Certificate III Early Childhood Education and Care* (Release 1)
* *CHC30221 Certificate III in School Based Education Support*
* *CHC40221 Certificate IV in School Based Education Support* (Release 1)
* *CHC50221 Diploma of School Age Education and Care* (Release 1)
* *CHC43215 Certificate IV in Alcohol and Other Drugs* (Release 3)
* *CHC22015 Certificate II in Community Services* (Release 4)
* *CHC32015 Certificate III in Community Services* (Release 3)
* *CHC42221 Certificate IV in Housing* (Release 1)
* *CHC42315 Certificate IV in Chaplaincy and Pastoral Care* (Release 3)
* *CHC34015 Certificate III in Active Volunteering* (Release 5)
* *CHC51015 Diploma of Counselling* (Release 1)
* *CHC35021 Certificate III in Community Safety Services* (Release 1)

The review will include consultation on whether the unit *CHCPRT001 Identify and respond to children and young people at risk* (Release 2) should be replaced with the unit *CHCPRT025 Identify and report children and young people at risk* (Release 1).

This fast-track project will be completed within 6 months.

Three of the qualifications listed have already been in review in other projects for these qualifications the update will go through for submission due for release prior to the end of the financial year. This includes:

* CHC35021 Certificate III in Community Safety Services (Release 1)
* CHC42221 Certificate IV in Housing (Release 1)
* CHC34015 Certificate III in Active Volunteering (Release 5)

The following qualifications have the CHCPRT001 as an elective and will be involved in discussion of implications of the update. These qualifications include:

* CHC22015 Certificate II in Community Services (Release 4)
* CHC30221 Certificate III in School Based Education Support (Release 1)
* CHC32015 Certificate III in Community Services (Release 3)
* CHC42315 Certificate IV in Chaplaincy and Pastoral Care (Release 3)
* CHC43215 Certificate IV in Alcohol and Other Drugs (Release 3)
* CHC51015 Diploma of Counselling (Release 1)

For three of the qualifications the unit CHCPRT001 is in the core and for these qualifications full consultation will be required.

* *CHC30121 Certificate III Early Childhood Education and Care* (Release 1)
* *CHC40221 Certificate IV in School Based Education Support* (Release 1)
* *CHC50221 Diploma of School Age Education and Care* (Release 1)

2.2 Importance of stakeholder engagement for project success

Successful stakeholder engagement is critical to the project. A Technical Committee will be established for this project. Drawing members from current and previous technical committees from the Early Childhood Education Care, Outside School Hours care, Mental Health and Alcohol and Other Drugs and Community Service and OSHC projects. The Technical Committee will review all consultation material prior to it being made public and review final documentation prior to submission to DEWR.

Consultation will include:

* relevant commonwealth, state and territory government departments, along with the skills and training departments
* key industry stakeholders including unions, peak bodies, employers, and regulators
* TAFE Directors Australia (TDA) and the Independent Tertiary Education Council Australia (ITECA) representing private RTOs.

HumanAbility will engage with key stakeholders through consultation activities to gather insights and feedback that will play an important role in the project.

1. Stakeholder engagement objectives and scope

3.1 Stakeholder engagement objectives

* Consult with the Technical Committee
* Foster collaboration and dialogue among stakeholders from diverse sectors including training providers, sector employers and workers, unions, industry bodies, government agencies
* Gather diverse perspectives and insights to inform the review
* Provide effective, timely and transparent communication with stakeholders about consultation opportunities, progress and outcomes of the project.
* Ensure stakeholders feel valued, included and heard throughout the project.
* Monitor and review the impact of the project.

3.2 Scope of stakeholder engagement activities

**In Scope**

* Consultation with key stakeholders across the sector to support the review
* Engagement methods and schedule of activities as outlined in Section 5.

**Out of Scope**

* Engagement methods and activities outside of the project lifecycle and/or not listed under Section 5.

1. Stakeholder identification and analysis

4.1 Stakeholder identification

Stakeholder groups have been identified and mapped in accordance with the International Association of Public Participation (IAP2) principles and practices of engagement.

The table below outlines the key stakeholders, the benefits of their involvement. The mapping exercise identifies how we will engage with each stakeholder group and what methods will be applied - as outlined in Section 5.

A consultation log will be developed and made available at the end of the project.

4.2 Stakeholder categories and analysis

| Stakeholder group | Organisations | Benefits of involvement |
| --- | --- | --- |
| Consultation with Industry Advisory Committees (IAC):   * Human (Community) Services IAC * CEC IAC | IAC Committees /Members | Provide strategic advice to HumanAbility via expert representatives across the sector |
| Technical Committee with expert representatives from across the sector | *Note: See Terms of Reference for full Technical Committee list* | Direct experience and understanding of the sectors where the qualification is used.  Provide advice to HumanAbility via expert representatives across the sector |
| Training providers, including public and private providers – TAFEs, private RTOs, and employers/organisations that provide on-the-job training or traineeships | Training providers that deliver the qualifications can be found on Training.gov.au. All providers will be invited to participate in the consultation. | Direct experience and understanding of the qualification |
| Assurance and regulatory bodies | Relevant regulatory bodies and reporting authorities including:   * ACECQA * Commission for Children and Young People * ACT Child and Youth Services * NSW Department of Family and Community Service * NT Department of Children and Families * QLD Department of Child Safety, Youth and Women * SA Department for Child Protection * Tasmania Department of Health and Human Services * Victoria Department of Health and Human Services * WA Department of Communities, child protection and Family Support | Have direct influence on the sector and training systems |
| Union | * Health and Community Services Union (HACSU) * United Workers Union * Australian Education Union * Independent Education Union | Advocate for improved training and pathway opportunities. |
| Relevant commonwealth, state and territory government departments and agencies, along with the skills and training departments | Including, but not limited to:   * Department of Employment and Workplace Relations (DEWR) * Department of Social Services (DSS) * Australian Government Department of  Education   + Workforce Working Group (WWG)   + Early Childhood Policy Group (ECPG) * VIC Department of Education * SA Department for Education * NSW Education, Early Childhood Education and Care Directorate * WA Department of Communities * WA Department of Education * TAS Department of Education, Children and Young People * NT Department of Education and Training * ACT Education Directorate * QLD Department of Education * ACT Community Services Directorate * NSW Communities and Justice * NT Community Support and Care * QLD Child Safety, Seniors, Disability Services * SA Dept for Child Protection Dept for Human Services * VIC Families, Fairness and Housing * State Training Authorities * Other government departments across the care and support sector | Have high impact through funding models and place-based initiatives |
| Employers/ Service Providers / Major employers across the sector | Employers/service providers across all states and territories, will be given the opportunity to  engage in this project. | Direct experience in attracting, recruiting, and retaining the workforce |
| Subject matter experts (SMEs) across the Sectors | SMEs have been identified in the Technical Committee membership. | Direct experience in attracting, recruiting, and retaining the workforce |
| Priority cohort - Aboriginal and Torres Strait Islanders | * SNAICC * Tasmanian Aboriginal Corporation * Marr Mooditj Training Aboriginal Corporation * Kimberley Aboriginal Medical Services Ltd * National Indigenous Australians Agency | Provides First Nations people with the opportunity to actively contribute to project outcomes. |
| Industry Peaks/Associations | Including but not limited to:   * National Outside School Hours Services  Alliance (NOSHSA) * Outside School Hours Council of Australia * Australian Childcare Alliance * Queensland Children's Activities Network (QCAN) * Community Child Care Association * Early Learning and Care Council of Australia (ELACCA) * Early Childhood Australia (ECA) * COSS network * Australian Counselling Association * Australian Teacher Aide * Australian Childhood Foundation * Community Skills WA * School Chaplains Association * TDA * ITECA | Advocate for improved training and pathway opportunities for health service assistance roles |
| Industry Training Advisory Boards | The funded ITAB/ITAC/IAG in each state and territory. | Understand the qualification |

1. Strategic approach

| Method | Purpose | Who | Timing |
| --- | --- | --- | --- |
| Consultation with Industry Advisory Committees (IAC):   * Human (Community) Services IAC * Children’s Education and Care IAC | To provide advice and feedback on project deliverables | Key influencers | At scheduled IAC meetings (during the lifecycle of the project) |
| Consultation with Technical Committee | To support development work and provide advice. To provide input and feedback on the project consultation strategy | As listed in section 4.2 | As needed throughout the project lifecycle |
| Consultation workshops – online | To undertake facilitated group discussions that will help to understand needs, challenges, gaps, solutions and improvements for the review.  5 virtual workshops at a range of different times of day (morning/ afternoon/ evening) to allow different stakeholders to attend at a convenient time | All stakeholders | May – June 2025 |
| Strategic engagement meetings | To seek input and feedback that reflects specific state/territory needs | Government and industry representatives | As needed throughout the project |

5.2 Timing

|  |  |  |
| --- | --- | --- |
| Project stage | Timing | Engagement methods |
| Project set up and initial drafting | March – May 2025 | Consultation with Technical Committee to gather feedback on Consultation Strategy and initial draft products/deliverables  Written communications/publications |
| Public and government consultation (To include a period of a minimum of 4 weeks)/ incorporating feedback | May – June 2025 | All methods as above  Technical Committee to gather advice on incorporating feedback  Written communications/publications |
| Final Reporting | July 2025 | Technical Committee to gather advice on final draft products/deliverables  Written communications/publications |
| Senior Officials Check (2 Weeks) | August 2025 | Respond to queries as required |
| Endorsement & release | August 2025 | Written communications/publications |

5.3 Consultation questions

Consultation questions will be developed by the project team and refined by the Technical Committee.

Consultation will focus on the relevance and requirement to replace *CHCPRT001 Identify and respond to children and young people at risk* with *CHCPRT025 Identify and report children and young people at risk*in the qualifications listed where the unit is in the core.

Consultation will also explore any identified or perceived issues with the transition with regards to timing, transition, content, relevancy etc.

1. Communications
   1. Communications objectives

* Raise awareness of the project and its objectives among industry stakeholders.
* Promote consultation opportunities, key dates, project progress and outcomes to stakeholders through a variety of communications channels.
* Foster the involvement of a diverse range of stakeholders to gather rich and valuable industry insights, experience and expertise to inform the project
* Build trust and credibility with stakeholders through effective, timely, transparent and accessible communications
  1. Communications methods

| Communications channel / tool | Purpose / Details |
| --- | --- |
| Internal communication  (meetings/email) | To keep internal stakeholders informed of project updates |
| Key messages | To outline the key details of the project, timelines, activities in preparation for consultation and communication across all channels |
| Fact Sheet | To outline the key details of the project and how to participate. Include link to website/project page. |
| HumanAbility website | To provide a dedicated webpage where all project information and activities can be accessed easily.  This webpage will include an engagement portal for stakeholders to register interest, provide submissions and feedback, and access project updates. |
| Project email updates | To provide project participants and other key stakeholders with branded news alerts via email when there is a project update. |
| HumanAbility newsletter articles | To provide project updates in HumanAbility’s general newsletter. |
| Social media | To publish project consultation opportunities, updates, and other activities on HumanAbility’s social media channels including LinkedIn and Facebook to reach as many and diverse stakeholders as possible.  Social media posts will link to the HumanAbility webpage to encourage engagement on the project.  Stakeholders can increase HumanAbility’s social media reach by sharing content on their social media channels. |

1. Feedback and Consultation Log

Stakeholder feedback will be gathered during the consultation via workshops and interviews/surveys.

For stakeholders related to qualifications where the unit is an elective, the online workshop will serve as information session on the upcoming changes and implications for implementation.

For those related to qualifications where the unit is in the core this will constitute a major rather than minor change, and they will be invited to complete the consultation survey to discuss their views on the change.

Stakeholders may also submit feedback via the Training Product Advice Service (web form) and the training product project email address [trainingproducts@humanability.com.au,](mailto:trainingproducts@humanability.com.au) which appears on the project page.

Online workshops will be the primary mechanism for structured, individual feedback during public consultation. This ensures that feedback can be quantified, analysed qualitatively (thematic analysis) and that the outcomes/response can be tracked as required by the Training Package Organising Framework.

Individual feedback will be captured in the Consultation Log. This also captures the organisation name, stakeholder type, State and the method of communication/consultation. Stakeholder names and contact details will also be collected to enable HumanAbility to clarify and follow up on the feedback if needed. However, these are not included in the published version of the Consultation Log and are not submitted to the funding body.

As the feedback is reviewed, the action taken in response to the feedback will be documented in the Consultation Log. Where feedback is not incorporated, the rationale for this will also be documented.

Where feasible, the themes identified from consultation workshops will be added to the Consultation Log.

The Consultation log will be published to the project page after consultations and incorporation of feedback is complete.

8 Evaluation and feedback

The effectiveness of the Consultation Strategy will be evaluated using the following measures:

* Analysis of stakeholder type and location
* Attendance at consultation workshops
* Number of dedicated website page visits and submissions made in the portal
* Social media posts, engagement and reach (on HumanAbility social media pages and other social media pages)
* Newsletter articles / news items published by stakeholders
* Meetings held / attendance / topics
* An increase in enrolments and completions of the relevant qualifications.

The Technical Committee and Industry Advisory Committees will also be asked to provide advice relating to the effectiveness of the Consultation Strategy in driving project outcomes.

1. Australian Institute of Family Studies (2023) *Mandatory reporting of child abuse and neglect* <https://aifs.gov.au/resources/resource-sheets/mandatory-reporting-child-abuse-and-neglect>  [↑](#footnote-ref-1)
2. Victorian Registration and Qualifications Authority and the Department of Education (2022) *Child safe standards for education providers* <https://www.vic.gov.au/child-safe-standards-education-providers> [↑](#footnote-ref-2)
3. NSW Government (2022) Child and Young Person (Care and Protection) Regulation 2022 <https://legislation.nsw.gov.au/view/html/inforce/current/sl-2022-0479> [↑](#footnote-ref-3)