

# Minimum qualification and training requirements for service provider personnel

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## 1. Purpose

This document sets out the minimum qualification and training requirements for service provider personnel engaged in direct care and support roles.

## 2. Scope

This requirement applies to all out of home care service agreements that are inclusive of the [Carer and Personnel Requirements Service Provision Requirement clause](#).

Service provider personnel includes: employees, agents, consultants, contractors, or subcontractors employed or engaged in the execution of a DCP contract.

Direct care and support roles are defined as roles that:

- provide support to family based carers (including kinship, specific child only, and reunification services)
- provide care or support to children and young people at a DCP facility
- provide care or support to children and young people in a non-family based care setting (for example residential care and supported independent living), or
- provide supervisory or management support to personnel who care for children and young people.

## 3. Authority

### 3.1 Legislative context

Please refer to the [Legislation and standards](#) service provision requirement page on the service provider area of the DCP website.

### 3.2 DCP requirements

- [DCP Contract Management Framework](#)
- [DCP Contract Performance Management Framework](#)
- [DCP Performance Measurement Specification](#)
- [Carer and Personnel Requirements](#)

## 4. Requirements

To ensure safe quality care is provided to children and young people, service providers must ensure that personnel meet the minimum requirements set out in the [service provider personnel requirements matrix](#) such as;

- minimum qualifications
- mandatory requirements
- training.

## 4.1 Minimum qualification and training requirements

All service provider personnel (employees, agents, consultants, contractors, or subcontractors) engaged in a direct care or support role must:

- hold or be actively working towards a recognised relevant qualification (refer to Appendix 1) and
- have completed core training requirements prior to working unsupervised in a direct care or support role.

Where personnel are actively working towards a recognised relevant qualification, they must obtain the qualification within the timeframes determined by the relevant training authority.

### 4.1.1 Actively working towards

A person is deemed actively working towards a qualification if they:

- are enrolled in a recognised relevant qualification through a registered training organisation
- have completed a professional development plan with their organisation that includes a commitment to become enrolled in a qualification through a registered training organisation within six months of starting employment
- commenced a recognition of prior learning (RPL) or credits for prior learning (CPL) assessment with a registered training organisation, or
- have applied for a recognition of overseas qualification through the Department for Innovation and Skills.

Personnel who have deferred their study, past the first six month of employment, is not considered to be actively working towards a qualification and will require a temporary exemption from the qualification requirement in order to work unsupervised.

### 4.1.2 Non-compliance

Personnel who are not qualified or actively working towards a qualification must not work unsupervised in a direct care or support role, unless otherwise agreed by DCP. This includes personnel who failed to be enrolled within six months of starting employment.

### 4.1.3 Unsupervised work

Personnel who cannot work unsupervised must:

- be rostered on with another staff member who does meet the minimum qualification requirements and has completed their core training, and
- not work in a direct care or support role alone.

### 4.1.4 Recognition of prior learning

Personnel who have relevant work experience may undertake a recognition of prior learning (RPL) assessment process through a registered training organisation. The RPL assessment will consider relevant skills, knowledge, and experience against the competencies of the qualification and identify whether the individual meets the requirements of that qualification. RPL may also identify additional components that are required to complete the qualification. Where additional components are identified, the individual must enrol to complete the qualification within six months of the date of the RPL outcome.

### 4.1.5 Credit for prior learning

Personnel who hold a qualification not listed in Appendix 1, may undertake a credit of prior learning (CPL) assessment process through a registered training organisation. The credit of prior learning assessment will

consider evidence of learning that is deemed to be equivalent to the parts of the course for which credit has been granted. CPL may identify additional components that are required to complete the qualification. Where additional components are identified, the individual must enrol to complete the qualification within six months of the date of the CPL outcome.

#### **4.1.6 Overseas qualifications (including New Zealand)**

The skilled and business migration unit within the Department for Innovation and Skills provides free general academic assessments of higher education and post-secondary school qualifications for South Australian residents. Information is available on the migration SA website under [Recognition of Qualifications](#).

#### **4.1.7 Requesting review of additional qualifications**

Service providers can request a review of additional qualifications not included in Appendix 1 by completing the [Application for qualification review form](#). DCP will assess the qualification and if it meets minimum requirements, will advise the applicant and update the qualification list.

If DCP does not have enough information to be able to assess the qualification appropriately, the applicant will be required to undertake a credit for prior learning application.

DCP will not assess qualifications obtained overseas or superseded qualifications.

### **4.2 Core training**

Core training modules are set out in the [service provider personnel requirements matrix](#). All direct care and support service provider personnel must undertake core training as outlined in the matrix.

The matrix identifies which core training components are nationally accredited or endorsed and which are in-house modules.

Service provider personnel must complete their core training requirements prior to working unsupervised in a direct care or support role.

#### **4.2.1 In-house modules**

Training that has been identified as in-house modules, may be undertaken through the service provider organisation or a third party.

At the completion of the in-house modules, personnel must be able to demonstrate competencies as outlined in Appendix 2.

Personnel may also be able to demonstrate competencies through previous employment history and/or experience.

It is the responsibility of the service provider to assess each individual personnel against the competencies and document decision making in relation to training.

#### **4.2.2 Nationally accredited training**

Training modules that are nationally accredited are noted in the service provider matrix and must be completed through a registered training organisation. Exemptions from nationally accredited training may be approved by DCP where personnel can demonstrate equivalent knowledge and/or experience.

#### **4.2.3 Exemptions from nationally accredited or endorsed training**

Exemptions from nationally accredited or endorsed training may be approved by DCP where personnel can demonstrate an equivalent competency in that module. Exemptions must be approved by DCP and the training is not considered completed until DCP has approved the exemption.

To apply for an exemption from nationally accredited or endorsed training, please complete the [Application for training exemption form](#) and send to your DCP Contract Manager.

## 5. Compliance, monitoring and evaluation

Compliance with [service provider personnel requirements matrix](#) will be measured in line with the [Contract Performance Management Framework](#).

As part of the Policy Governance Framework, this document will be reviewed and updated by Finance and Corporate Services in accordance with the review date shown at Document Control.

### Document control

<b>Reference No./ File No.</b>			
<b>Document Owner</b>		<b>Lead Writer (name, position)</b>	
Directorate/Unit: Finance and Corporate Services		Jessica Brodie, Senior Project Officer	
Accountable Director: Chief Financial Officer			
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	Moderate	Possible	Moderate

REVISION RECORD		
Approval Date	Version	Revision description
4 February 2022	V1.0	New document
15 March 2022	V1.1	Revised following consultation
30 September 2022	V1.2	Changes to child car restraint training
17 November 2022	V1.3	Amended revision record to remove an incorrect entry dated 20 June 2022.
13 December 2022	V1.4	Amended to include Diploma of Child, Youth, and Family Intervention as a recognised relevant qualification.
16 February 2023	V1.5	Amended definition of direct care and support roles and included Bachelor of Criminology and Diploma in Applied Social Science as a recognised relevant qualification.

## Appendix 1: Recognised relevant qualifications

While child and youth specific qualifications are critical to the development of the workforce, it is recognised that personnel with qualifications in related disciplines bring knowledge, skills, and experiences that provide a solid foundation for achieving outcomes for children and young people. The list below outlines qualifications that are recognised by the Department for Child Protection as meeting the minimum qualification requirements under the [service provider personnel requirements matrix](#).

**Preferred qualification:** Certificate IV in Child, Youth, & Family Intervention (CHC40313)

**Alternative qualifications:**

<b>Certificate IV</b>		
<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander primary health care</li> <li>Aboriginal family wellbeing and violence prevention work</li> <li>Alcohol and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>Community development</li> <li>Community services</li> <li>Disability</li> <li>Housing</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>School age education and care</li> <li>School based education support</li> <li>Youth Justice</li> <li>Youth work</li> </ul>
<b>Diploma (pre or post graduate)</b>		
<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander education</li> <li>Aboriginal and Torres Strait Islander primary health care practice</li> <li>Alcohol and other drugs</li> <li>Child, Youth, &amp; Family Intervention</li> </ul>	<ul style="list-style-type: none"> <li>Community development</li> <li>Community services</li> <li>Counselling</li> <li>Disability</li> <li>Early childhood education</li> <li>Education studies</li> <li>Health science</li> </ul>	<ul style="list-style-type: none"> <li>Human services</li> <li>Mental health</li> <li>Nursing</li> <li>Social science</li> <li>Youth justice</li> <li>Youth work</li> </ul>
<b>Degree (Australian Qualification Framework Level 7)</b>		
<ul style="list-style-type: none"> <li>Aboriginal Studies</li> <li>Allied health</li> <li>Behavioural Sciences</li> <li>Child and family studies</li> <li>Community development</li> <li>Community services</li> <li>Community welfare</li> <li>Counselling</li> <li>Criminology</li> <li>Disability</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Human/Health science</li> <li>Health services</li> <li>Mental health</li> <li>Midwifery</li> <li>Nursing</li> <li>Occupational therapy</li> <li>Paramedic science / Paramedicine</li> <li>Psychiatry</li> </ul>	<ul style="list-style-type: none"> <li>Psychology</li> <li>Social science</li> <li>Social work</li> <li>Speech pathology</li> <li>Youth justice</li> <li>Youth work</li> <li>Any qualification that would enable an applicant to register as a teacher in South Australia.</li> </ul>
<b>Other relevant qualifications</b>		
<ul style="list-style-type: none"> <li>Graduate certificate in Developmental Trauma</li> </ul>	<ul style="list-style-type: none"> <li>Diploma of Narrative approaches for Aboriginal people (Counselling, Group and community work)</li> </ul>	

## Appendix 2: In-house training competencies

At completion of in-house training, personnel must be able to demonstrate the competencies below. Personnel must only complete training modules relevant to their role, as outlined in the [service provider personnel requirements matrix](#).

### Introduction to the South Australian child protection system

**Aim:** to support employees to understand the nature of child protection work, how that work is undertaken, where key tasks occur, and where their specific role fits.

#### Competencies

- introduction to the child protection system in South Australia
  - history of child protection
  - current child protection system
  - Child Abuse Report Line
- perspectives of children and young people, families, & communities
- relevant legislation
- staff wellbeing.

### Shared lives

**Aim:** to develop skills to meet the needs of new or prospective foster carers who will be involved in caring for children and young people. Shared lives training materials are available for service providers on the DCP step-by-step website.

#### Competencies

- Identify the context in which foster care operates and the reasons children and young people come into care.
- Discuss the issues in relation to children and young people in care, in particular:
  - bonding and attachment
  - the impact of trauma, grief and loss
  - the importance of maintaining culture and connections with families.
- Discuss the dynamics and effects of children and young people's previous experiences including impact on behaviour.
- Identify the roles and responsibilities of those in the foster care system, including foster carers, case workers, and birth families, and the importance of working as a team.

### Fire and emergency evacuation theory

**Aim:** understand how to confine small emergencies in a facility.

#### Competencies

- preparing for emergency situations
- identifying and assessing an emergency
- safely confining emergencies
- using initial response equipment
- reporting on the facility's emergency response
- organisation policies and procedures relating to emergencies.

## Safe infant care

**Aim:** to ensure direct care and support staff of children under the age of two years old to understand child safety and injury prevention.

The [South Australian Safe Infant Sleeping Standards Policy Directive](#) (Standards), identifies best practice guidance for safe infant sleeping. The standards identify best practice for safe infant sleeping and have been developed in conjunction with South Australian government departments and subject matter experts within national organisations. Appendix 2 within the standard describes the specific role of DCP staff and best practice indicators.

### Competencies

- Clear understanding of the range and incidence of preventable childhood injuries including (but not limited to);
  - falls
  - choking and suffocation
  - burns and scalds
  - driveway safety
  - drowning
  - poisoning
  - button battery injury and death
  - dog bites
  - leaving a child in a car.
- Strategies to reduce preventable childhood injuries and increase the safety of children's environments including;
  - safe infant sleeping (meeting [South Australian Safe Infant Sleeping Standards Policy Directive](#) (Standards))
  - best practice guidelines and laws for child car restraints ([SA seatbelt and child restraint laws](#))
  - safe nursery furniture and equipment
  - general safety around the home and in the community
  - risk assessment and management.

## Use of child car restraints

**Aim:** to ensure direct care and support staff understand current child car restraint laws and can safely demonstrate best practice child car restraint use.

### Competencies

- best practice guidelines and laws for child car restraints ([SA seatbelt and child restraint laws](#))
- appropriate installation and use of child car restraints for ages 0 – 12 years
- able to provide advice on the installation and use of child car restraints for ages 0-12 years.

## Non-violent crisis intervention

**Aim:** to develop skills in assessing, managing, and responding to risk behaviour with a focus on verbal de-escalation, prevention, and early intervention.

### Competencies

- knowledge and understanding of trauma and emotional hurt and how it affects brain development
- assess a situation and identify potential and actual behaviour that may lead to a crisis
- prevent a crisis from occurring through safe and secure environments and emotional competence
  - effective communication
  - active listening
  - non-verbal cues
- de-escalate a potential crisis
- safely and therapeutically manage crisis interventions
  - use the most reasonable strategy, proportionate to the risk, and the least restrictive
  - non-restrictive intervention strategies
  - responses to physical risk behaviours when a restrictive intervention is necessary for safety
- re-establish relationships after a crisis
- support children and young people to improve their coping strategies.

## Culturally responsive and accountable training that aligns with Aboriginal Australian history and the narrative that sits behind our history (based on the facts not myths).

**Aim:** provide knowledge of cultural awareness required for effective communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander peoples. Including how your own values, systems, attitudes impact on working with other cultural groups.

### Competencies

- understanding of the Aboriginal child placement principle
- understanding of Aboriginal Australian history and current issues
- sensitivity of the issues experienced by Aboriginal children and young people, family based and kinship carers and community
- awareness of own values, knowledge and bias
- develop respectful relationship with Aboriginal clients, colleagues and community members.

## Culturally and linguistically diverse (CALD) training for approval to provide care for CALD children and young people.

**Aim:** develop skills to work with people from culturally and linguistically diverse cultural backgrounds. Increase cultural competency, skills, and confidence in working with people from CALD backgrounds.

### Competencies

- understand the CALD child placement principle
- why, when, and how to engage with an interpreter
- demonstrate do's and don'ts of communication across cultures/cultural considerations
- describe effective communication strategies.

## **Specialised therapeutic training for children or young people with disability, behavioural complexity, or special needs.**

**Aim:** Understand considerations for trauma informed and therapeutic care and use principles to develop a continuous improvement or quality assurance plan.

### **Competencies**

- best practice principles and components of therapeutic and/or trauma informed care
- understanding and operationalising management versus 'growth' intent and how to uplift growth-focused intent within implementation
- operationalising therapeutic and trauma-informed care
- development of a continuous improvement or quality assurance plan.

## **Trauma informed training to respond more effectively to children and young people's needs and experiences.**

**Aim:** understand how experiences of trauma impact on child development and develop strategies for working with children and young people who have experienced trauma.

### **Competencies**

- child and adolescent development indicators and phases (0-18 years) across domains
- indicators of interrupted development and trauma impact
- identifying intervention and support options where development has been interrupted
- cultural considerations with development and child rearing practices.