



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

**Cross-Sector Project:
Consumer Engagement
via Online & Social Media**

**CASE FOR CHANGE
FINAL**



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1.0 Administrative Information

Name of Cross-Sector Project	Consumer Engagement via Online & Social Media
Lead Skills Service Organisation (SSO)	SkillsIQ Ltd.
Project Webpage address	www.skillsiq.com.au/CurrentProjectsandCaseStudies/Consumerengagement
Member of Project Reference Group (PRG)	See Attachment A
Training Packages(s) and qualifications, skills sets and Units of Competency impacted by proposed cross sector training product components	See Attachment B
Consultation Plan and Participants	See Attachment C



2.0 Executive Summary

Purpose, scope and objectives

The Australian Industry and Skills Committee (AISC) identified eight cross-sector areas for the development of common Training Package products to strategically address common skills needs identified in Industry Skills Forecasts. SkillsIQ was commissioned by the AISC to lead the cross-sector project **Consumer Engagement via Online & Social Media**. The findings of the project's research and consultation phases are summarised in this document in addition to recommendations regarding changes to Training Packages and products.

The key aim of the project was to identify the common skills needs of various industries in relation to consumer engagement through online and social media to inform the update of future Training Package products and ensure skills training is in line with workforce needs.

A Project Reference Group (PRG) comprising representatives of 15 Industry Reference Committees (IRCs) was established to support all phases of the project, including providing industry advice and input to inform the development of consultation tools and this Case for Change. An extensive multi-channel consultation plan was established at the outset of the project to gather views and feedback from a range of stakeholders in all industries. The key phases of the consultation plan involved a thorough desk review, eight (8) focus groups (conducted face-to-face and online), and a national online survey.

A total of **234 responses from across 46 industries** were received via the multiple channels established to collect feedback. Participants represented a range of stakeholders across industry and the VET sector, including employees and employers, government, associations and training providers. All state and territory locations were represented as well as a very broad range of industries, including Business, Health, ICT and Agriculture.

The consultation confirmed that there is overwhelming support for skills training related to conducting online and social media engagement for all industries.

Consumer engagement via online and social media engagement is occurring across all industries for a range of purposes including advertising, the dissemination and gathering of information, online transactions and wider community engagement and networking. Digitalisation and the continuing increase in consumer demand for online and social media interactions mean that online and social media engagement is (and will continue to be) an essential area for businesses to be involved in.

Workforce skills training is an important component of this trend to support businesses and the wider economy to engage effectively.

Recommendations

The proposed actions and changes for modernising Training Package products are:

- Undertake an in-depth review of 20 existing Units to determine their suitability for use as 'common' Units of Competency for importing across Training Packages.

Note: An initial review of national Training Packages identified a total of 45 Units potentially in scope for the project. The consultation uncovered additional Units for consideration and a total of 87 Units were reviewed. A more detailed subsequent assessment of the Units found that 67 of these were in fact not relevant, as online and/or social media engagement activities covered were either highly industry-specific or unrelated to the skills needs identified in the consultation.

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- Develop eight (8) new Units (U) to be used broadly and which can be imported across Training Packages relating to the following topic areas:

U1 Use ICT in the workplace

Note: Based on consultation feedback, this is proposed to provide learners with a single unit to obtain basic digital literacy skills which are currently offered across three different Foundation Skills units.¹ Some level of digital literacy and confidence is required to conduct online and social media engagement activities therefore the unit aims to bridge the skills gap for those individuals with little to no experience or skills in using technology in a workplace.

U2 Identify online and social media tools

U3 Review and evaluate online analytics

U4 Use online and social media tools (Doer Unit)

U5 Manage online and social media tools (Manager Unit)

U6 Develop and launch a basic website

U7 Risk management for online and social media use

U8 Ethical use of online and social media.

- Develop four (4) new skill sets (SS) which comprise a combination of selected new Units to address skills gaps and demands revealed via the consultation:

SS1 Introduction to online and social media

SS2 Basic social media implementation

SS3 Engage customers through online and social media

SS4 Develop online customer engagement interfaces

Mapping of Proposed New Skills Sets and New Units			
SS1 Introduction to online and social media	SS2 Basic social media implementation	SS3 Engage customers through online and social media	SS4 Develop online customer engagement interfaces
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The consultation feedback indicated that there is no request or requirement to develop a new VET qualification to address skills training regarding consumer engagement via online and social media engagement at this time.

¹ The Foundation Skills units of reference are FSKDIG01 Use digital technology for basic workplace tasks, FSKDIG02 Use digital technology for simple workplace tasks and FSKDIG03 Use digital technology for routine workplace tasks.

3.0 The Case for Change

3.1 Defining 'consumer engagement via online and social media'

Different sources and sectors define 'consumer engagement' in different ways. However, common traits across all definitions show it involves *connecting*, *interacting* and generating an *experience* for stakeholders (i.e. consumers). In the context of this project, the traits and activities are focussed on online settings, including a range of online and social media platforms.

3.2 Drivers of change

- **Online engagement via the internet and/or social media is part of everyday living.** For many consumers it represents fundamental service offerings which they expect from the business community. Digitalisation and the increasing popularity of online consumer engagement means that the demand for, and supply of, workforce skills are shifting significantly. Consumer trends show that:
 - Internet access has been growing exponentially, and the latest figures (2017) show there are 13.7 million broadband internet subscribers and 26.3 million mobile handset subscribers in Australia. Mobile handset subscriptions have especially noted significant increases, by 63% over the past five years, enhancing accessibility to online and social media platforms.²
 - Nearly 9 in 10 adults (86%) use the internet at least once a day to perform a variety of work-and/or personal-related tasks, including communicating with family, friends and colleagues; banking; online shopping, and researching.³
 - Social media has undoubtedly become a popular online platform and, for many, one that is accessed on a daily basis. In Australia there are 17 million active Facebook users which is equivalent to 70% of the population. Other platforms consumers engage with regularly include YouTube (15.7 million monthly visitors), WordPress.com (5.5 million monthly users) and Instagram (5 million monthly users).⁴
- **The presence of businesses online (with websites) and/or on social media is not high compared with consumer trends, creating a gap in service delivery.** On average only half (50.1%) of Australian businesses have a web presence, and only 35% have a social media presence.⁵ The challenges raised by businesses (predominantly small-to-medium-sized enterprises) to effectively engage with consumers via online and social media represent three key themes:
 - **Capacity** – no time or staff available
 - **Capability** – lack of skills and knowledge by workforce
 - **Value for money** – cost perceived too high for outcomes.
- Organisations are increasingly engaging with consumers via online and/or social media for a variety of reasons, with the most commonly reported purposes being for **Marketing** (advertising and promoting products and services, news items) and **Communication** (disseminating information, guidance and advice on the organisation)(see Figure 1).

² Australian Bureau of Statistics (ABS) 81530DO001_201706 Internet Activity, Australia, June 2017(Table 1 and 5)

³ Australian Communication and Media Authority (ACMA) Regional Australia in the digital economy snapshot, June 2015 (Figure 7)

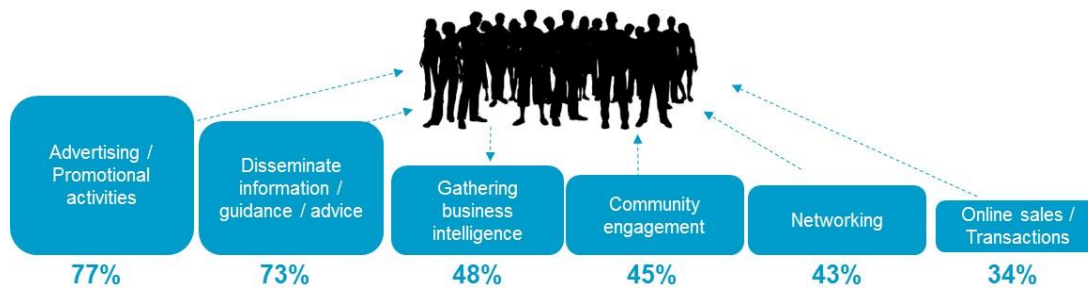
⁴ Vivid Social – Social Media Agency, Social Media Statistics Australia – September 2017

(<https://www.socialmedianews.com.au/social-media-statistics-australia-september-2017> Accessed 17 October 2017)

⁵ Australian Bureau of Statistics (ABS), 81660DO001_201516 Summary of IT Use and Innovation in Australian Businesses, 2015-16 (Table 1)

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Figure 1: Total proportion of respondents by type of consumer engagement activities conducted by organisation via online and/or social media

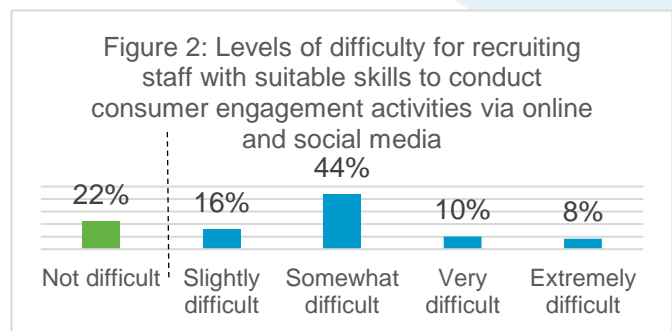


Note: Other examples include: Providing online education and training, Crowdfunding, and Lobbying.
Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

- **Small-to-medium-sized businesses are struggling to meet consumer demands for online and social media engagement.** Resourcing and operating models are significantly smaller than those of large businesses (see example below). Skills training is imperative for small enterprise.

<p>Industry: Hospitality Business type: Restaurant, family-run business, the owner is Head Chef Size: Small (<10 employees) Location: Hobart Social media status:</p> <ul style="list-style-type: none"> • Owner set up a Facebook page when business opened. Website page set up by external programmers. • Owner is only staff member who manages social media for business. Other staff not deemed suitably skilled to engage on behalf of business. • Facebook account is not accessed on a regular basis, with owner citing lack of time and skills as main reasons for non-use. 	← →	<p>Industry: Government Business type: State Department Size: Large (200+employees) Location: Adelaide Social media status:</p> <ul style="list-style-type: none"> • Teams assigned to manage different operations i.e. Social Media & Digital Marketing Team, Online/Website Team, Community Engagement team for 'engagement hub' management. • Teams are resourced by staff with specialist skills such as IT programming, Marketing and Engagement. • Online/Social media activities include Facebook, Twitter, Online Forums, Instagram, Snapchat, Website Help Desk, etc.
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- **The skills gap between Millennials and Gen Y and X is broadening.** Skills and competencies generally vary with age, with younger generations more proficient and confident engaging online and via social media than their older counterparts (i.e. individuals aged 35 years and older).
- **Businesses are experiencing some level of difficulty in recruiting staff with adequate skills regarding online and social media engagement** (see Figure 2). Difficulties are experienced across all industries.
- **Organisations expect the volume of engagement with consumers via online and social media to increase.** Nine in ten indicate it will increase for both their organisation and their industry in the short- to medium term.



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

"We hope to become completely digital without the need to speak to clients on the phone. Email will be our only point of contact."

Owner, Employer, Media and Communication, New South Wales

“We need to increase our level of social media engagement. We are looking to direct members to an online dashboard for informational purposes, and convert our website into a transactional site, all of which will need to be advertised online.”

CEO, Industry Association/Peak Body, Wholesale and Retail, National

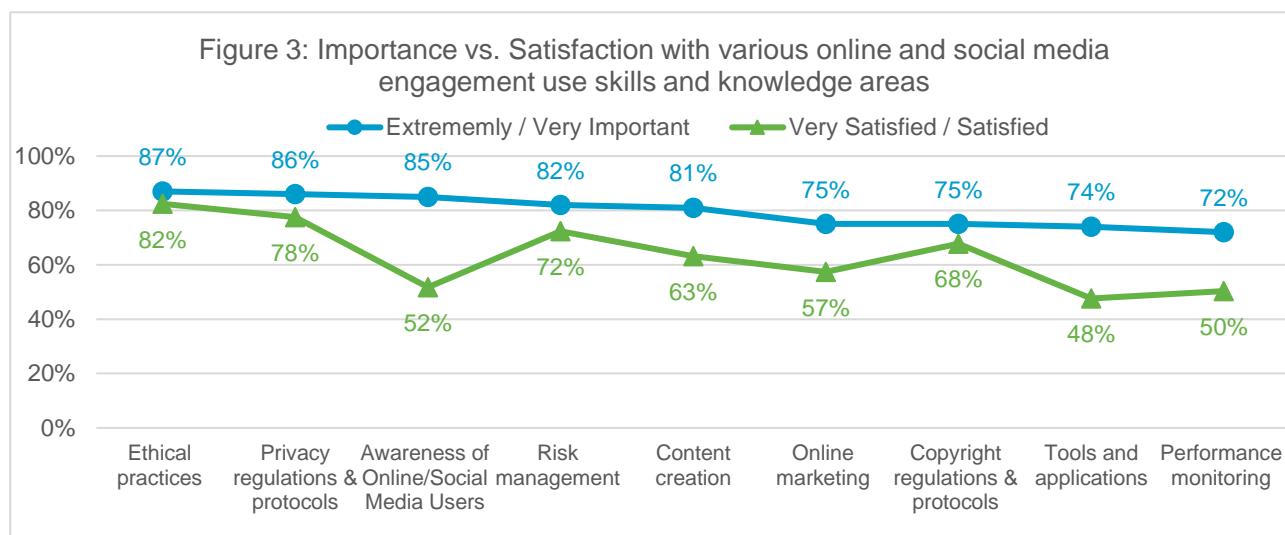
3.3 Skills needs – current and emerging developments

- At a holistic (top) level, there is consensus that skills training related to conducting online and social media engagement is both needed by and beneficial to all industries. The consultation showed that:
 - 80% of participants agreed that it is important for workers to be trained in online and social media engagement before performing tasks; and
 - 88% agreed that training in this area is relevant for all industries.
- Equipping the workforce with these skills can also indirectly support businesses in addressing other challenges raised regarding capacity and the perception of obtaining value for money through conducting online and social media engagement.
- Industry was consulted in order to gain an understanding of **which skills and knowledge areas were most important** for their organisations’ workforce in terms of consumer engagement via online and social media, and also in order to be able to understand **priorities in skills training**. Satisfaction with the respective skills and knowledge areas was also measured to **identify immediate gaps in workforce skills**.
- Overall, the range of skills were considered to be very important, but the satisfaction with the **current** skills of the workforce was found to be low.
- Figure 3 (overleaf) shows that, overall, organisations feel there are a range of skills and knowledge areas which are important when it comes to conducting online and social media engagement.

In order of importance, the top three skills that were identified are:

- **Ethical practices** (87%) - e.g. social responsibility, duty of care, harassment and online bullying, and impact awareness.
- **Privacy regulations and protocols** (86%) - e.g. disclosure, security, data confidentiality, sharing, and disclosure.
- **Awareness of online/social media users** (85%) - e.g. understanding of who the audience is, including demographics, attitudes, behaviours, and expectations.

The workshops confirmed these top three skills areas. However, unprompted discussions tended to raise more issues regarding the importance of **risk management** for businesses in an online setting. Receiving and addressing negative comments or dealing with dissatisfied customers in online settings is an area about which the small-to-medium-sized business community is especially nervous. This concern is mainly triggered due to the public nature and extensive and immediate transparency of interactions. Specific examples of skills gaps regarding reputation management and the ability to mitigate the risk of negative commentary were voiced by employers and associations involved in Hospitality, Education, Retail and Agriculture.



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

➤ **Employer satisfaction with the current workforce's competencies in most of the skills areas identified is varied, with evidence of skills gaps in certain areas.** For example, while identifying and understanding audiences of online and social media engagement platforms (i.e. awareness of online/social media users) is an important skill (one of the top three identified), only 52% of organisations are satisfied with the competencies of their workforce. Other areas of dissatisfaction include:

- **Knowledge of tools and applications** (only 48% satisfaction) - i.e. what, when and how to use.

There is *some* awareness across industry regarding the various online and social media platforms which are available, and their suitability for different audience types. However, overall sentiment is that training in these areas would be beneficial to all industries. For example, some stakeholders were aware of Snapchat as a platform for best targeting young people (mainly teenagers and Millennials under 30 years of age). However how to use it, and its relevance to an organisation, is largely unknown. LinkedIn is used as a business tool to engage and network with professionals across various industries. However its potential to support consumer engagement is also unknown. WeChat is popular with Chinese communities, and yet is only used by a minority of organisations in Australia who are involved in engaging with Mandarin-speaking audiences.

- **Performance monitoring** (50%) - i.e. using tool/application analytics, statistics, measuring reach.

Comprehension of the underlying data available via online and social media platforms is another area of which businesses feel they need their workforce to obtain a better understanding. Websites and social media posts offer an extensive level of performance information to support KPI settings and the monitoring of business metrics, such as the total volume of website visits, the timing and frequency of visits, which pages attract the most visits, the number of likes and dislikes, and the number of shares or Tweets. **Skills involving data analytics, statistics, data processing, online metrics and customer behaviour analytics are growing in importance** and the current skills gaps are significant. New roles, such as Data Scientists, are being created as businesses recognise the importance of unlocking insights in order to gain competitive advantages in the ever-changing market place.

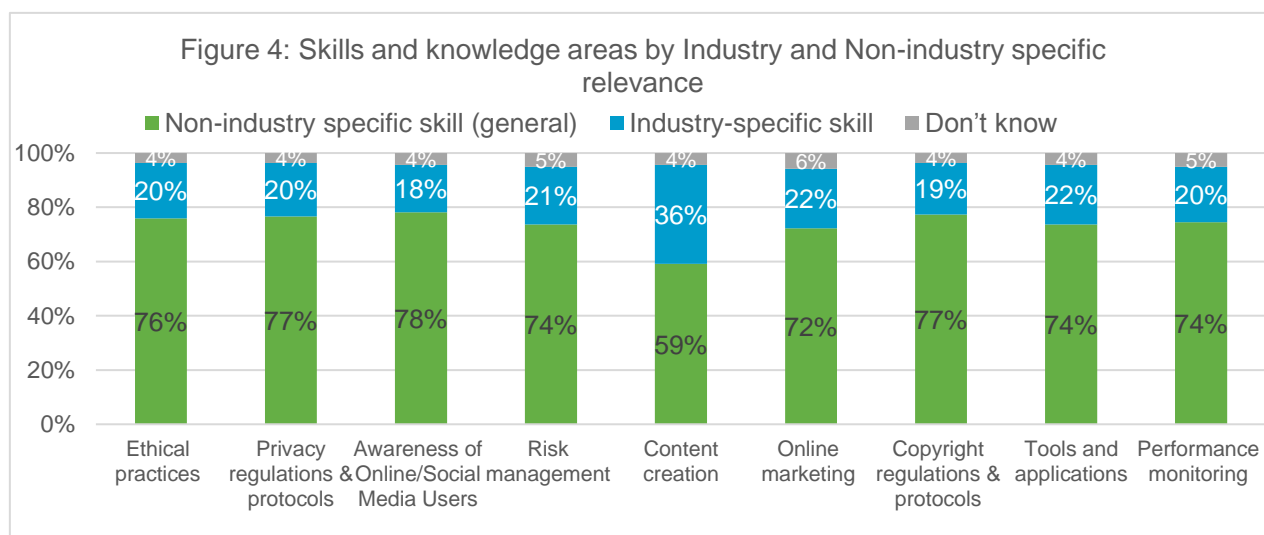
Note: Some of these skills areas are also covered by the Big Data Cross-Sector Project. Please refer to Section 5.4 for an overview of links identified across the gamut of Cross-Sector Projects.

3.4 Opportunities – occupation mobility

- Stakeholders are in agreement that the general principles (i.e. foundations) of the skills for online and social media engagement are common across all industries. Contextualisation to reflect specific application across various industries is, however, fundamental to ensuring that skills are both relevant and of use in the workplace.
- On average, approximately three in four organisations feel **the skills and knowledge areas are not industry-specific, with the exception of content creation** (see Figure 4). Over a third (36%) of organisations considered that this skill is industry specific, and expressed the view that content needs to reflect the purpose, audience, language and legislation of industry which can vary significantly from one sector to another.

“The context of use is always industry specific, but the need for these skills is cross-industry. In other words, it’s no use having a generic set of tools designed around broad concepts alone when the tasks are mostly very industry-specific, such as language/culture, regionality, etc.”

CEO, Industry Association/Peak Body, Agriculture and Production, Horticulture Industry, South Australia



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

- Another example where the contextualisation of skills training at an industry level is important to consider is regarding privacy, copyright and ethical practices. While the Privacy Act 1988 (Cth) and Australian Privacy Principles (APPs) are recognised in most industries (and locations), training would need to reflect variability in industry-specific legislation and codes of practice for sectors. Examples of specific legislation applicable within various sectors include:

Health

- My Health Records Act 2012 (Cth)
- Health Practitioner Regulation National Law Act 2009
- Code of Professional Conduct for Nurses in Australia (Nursing and Midwifery Board of Australia)
- Code of Conduct (Dental Board of Australia)
- Individual State/Territory legislation such as the *Health Records and Information Privacy Act 2002* (NSW), *Information Act 2002* (NT), *Information Privacy Principles* (SA).

Complementary Health

- Therapeutic Goods Advertising Code (the Code).

Education

- United Nations (1989) Convention on the Rights of the Child
- Individual state/territory legislation such as the *Children and Young Persons (Care and Protection) Act 1998* (NSW)

Retail

- Australian Consumer Law (ACL)
- *Therapeutic Goods Act 1989* (the Act) and Regulations,
- *Competition and Consumer Act 2010* and other relevant laws.

3.5 Opportunities – modernising Training Package products

- The consultation feedback indicated that there is no request or requirement to develop a new VET qualification to address skills training regarding consumer engagement via online and social media engagement at this time. Skills instead should be incorporated as part of the 'broader role' of occupations and be facilitated in the form of skills sets and Units.
- The proposed actions and changes for modernising Training Package products are:
 - Undertake an in-depth review of 20 existing Units to determine their suitability for use as 'common' Units of Competency for importing across Training Packages.

Note: An initial review of national Training Packages identified a total of 45 Units potentially in scope for the project. The consultation uncovered additional Units for consideration and a total of 87 Units were reviewed. A more detailed subsequent assessment of the Units found that 67 of these were in fact not relevant, as online and/or social media engagement activities covered were either highly industry-specific or unrelated to the skills needs identified in the consultation.

- Develop eight (8) new Units (U) to be used broadly and which can be imported across Training Packages relating to the following topic areas:

U1 Use ICT in the workplace

Note: Based on consultation feedback, this is proposed to provide learners with a single unit to obtain basic digital literacy skills which are currently offered across three different Foundation Skills units.⁶ Some level of digital literacy and confidence is required to conduct online and social media engagement activities therefore the unit aims to bridge the skills gap for those individuals with little to no experience or skills in using technology in a workplace.

U2 Identify online and social media tools

U3 Review and evaluate online analytics

U4 Use online and social media tools (Doer Unit)

U5 Manage online and social media tools (Manager Unit)

U6 Develop and launch a basic website

U7 Risk management for online and social media use

U8 Ethical use of online and social media.

- Develop four (4) new skill sets (SS) which comprise a combination of selected new Units to address skills gaps and demands revealed via the consultation:

SS1 Introduction to online and social media

SS2 Basic social media implementation

SS3 Engage customers through online and social media

SS4 Develop online customer engagement interfaces

⁶ The Foundation Skills units of reference are FSKDIG01 Use digital technology for basic workplace tasks, FSKDIG02 Use digital technology for simple workplace tasks and FSKDIG03 Use digital technology for routine workplace tasks.

Mapping of Proposed New Skills Sets and New Units			
SS1 Introduction to online and social media	SS2 Basic social media implementation	SS3 Engage customers through online and social media	SS4 Develop online customer engagement interfaces
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3.6 Implementation – key considerations

During the consultation period, stakeholders raised a number of questions regarding the implementation of cross-sector Units to address skills for online and social media engagement. Considerations and potential actions for mitigating the risks of issues when enacting any implementation of the proposed changes in the cross-sector projects are as follows:

Key considerations	Actions for risk mitigation
Future-proof skill training so it remains relevant and up-to-date with technological and online/social media developments.	<ul style="list-style-type: none"> ➤ Ensure that national training standards and guidance, including Companion Volume Implementation Guides, enable content of training (i.e. social media tools, website development techniques etc.) to be contextualised by RTOs and evolve with new developments. ➤ Promote ongoing review of technology and online/social media landscape by RTOs to ensure course delivery stays up to date.
Obtain endorsement from all IRCs to implement potential new Units and skill sets outcomes from cross-sector project	<ul style="list-style-type: none"> ➤ Ongoing stakeholder consultation involving IRCs, national and state regulatory authorities (e.g. State Training Authorities), industry associations and wider networks
Responsibility for overseeing and managing new cross-sector project products (i.e. skill sets and Units of Competency)	<ul style="list-style-type: none"> ➤ Review models for the management / responsibility of cross-sector project products through widespread consultation. Models may include a new cross-sector Training Package to house all Units (overseen by a Cross-Sector IRC), a central elective bank of cross-sector products, or individual elective banks for each cross-sector project.

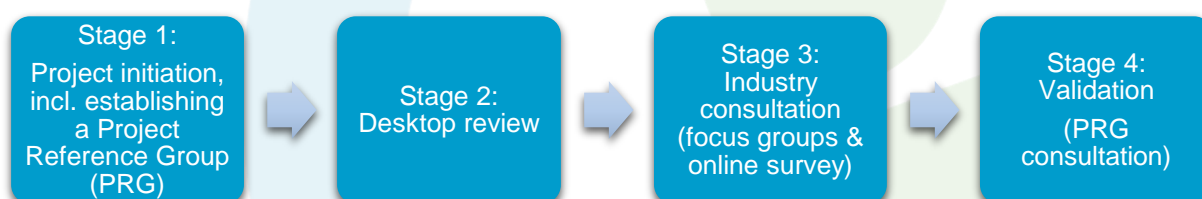
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Key considerations	Actions for risk mitigation
Connect common Units across all cross-sector projects i.e. Big Data, Cybersecurity, Automation, Digital Skills, etc.	<ul style="list-style-type: none"> ➤ Collective review of new Units and skill sets across cross-sector projects to better understand synergies and identify areas of further commonality and/or duplication.
Technical development of new Units and skill sets outcomes from cross-sector projects	<ul style="list-style-type: none"> ➤ Ensure expert technical writers of Training Packages and products consult with online/social media experts, and sectors, to ensure the material developed, including the language used for assessment and implementation, accurately reflects online/social media prose. ➤ Ensure that a detailed review of new Units and skill sets is conducted through widespread consultation (e.g. national workshops, surveys, online feedback forums, etc.).
Units need to be taught by skilled trainers in the fields of online and social media	<ul style="list-style-type: none"> ➤ Provide guidance regarding trainer knowledge and skills to teach units covering online and/or social media content.
Communicate the Training Package and product changes to the VET sector, and to industry	<ul style="list-style-type: none"> ➤ Establish a communication strategy which clearly outlines objectives, stakeholders, messaging, methods (i.e. multi-channel, including a digital strategy) and timings for the dissemination of the information. Ensure the messaging promotes the uptake of new Units and skill set outcomes from the cross-sector project. ➤ Ongoing support by key stakeholders including SSOs, industry and VET associations to promote uptake.
Avoid creating a perception that the common Units are so generic that they are impractical in application within any given industry	<ul style="list-style-type: none"> ➤ Consider running national workshops (both face-to-face and online) to inform RTOs with Question & Answer opportunities regarding uptake and implementation. ➤ Ongoing support by key stakeholders including SSOs, industry and VET associations to promote uptake.

4.0 Industry Support for Change

4.1 Industry consultation

An extensive multi-channel consultation plan was established at the outset of the project to gather views and feedback from a range of stakeholders in all industries. The key phases of the consultation plan involved were as follows:



Stage 1: Project initiation and establishment of a Project Reference Group (PRG) (October 2017)

A Project Reference Group (PRG) comprising representatives of 15 IRCs was established to support all phases of the project, including providing industry advice and input to inform the development of consultation tools and this Case for Change.

The key objectives of the PRG were to:

- Confirm current industry skill requirements in relation to the project;
- Provide direction for conducting broad stakeholder consultation in relation to the project; and
- Guide and oversee the development of a Case for Change relating to the project.

Refer to **Attachment A** for a list of members.

Stage 2: Desktop review – market intelligence and VET sources (October 2017)

To better understand the extent to which online and social media engagement is covered by the VET sector in its current configuration, three key VET sources were scanned:

- Industry Skills Forecast Reports (from 2017, or the latest version available)
- Job vacancies and advertising information. Seek.com.au was the primary employment vacancy site reviewed in order to understand the range of skills demands from employers (as published in job advertisements) in relation to consumer engagement via online and social engagement
- Training Packages (including Units of Competency).

In addition, a swift review of definitions regarding what ‘consumer/customer engagement’ involves in the context of ‘online and social media’ platforms was conducted. The results of the review were summarised in a *Scoping Paper* and presented to the PRG during the inaugural meeting.

Stage 3: Industry consultation (November – December 2017)

A total of **208 responses from across 46 industries** were received via the multiple channels established to collect feedback. Participants represented a range of stakeholders across industry and the VET sector, including employees and employers, government, associations and training providers. All state and territory locations were represented as well as a very broad range of industries, including Business, Health, ICT and Agriculture.

The following methods were promoted widely across SkillsIQ’s networks and stakeholders; via the PRG’s members’ networks; through collaboration with other SSOs, and via specific individuals put forward by PRG members for inclusion in the consultation:

➤ **National consultation focus groups (face-to-face and online)**

Seven (7) face-to-face focus groups were held in various state and territory capital cities, inviting stakeholders and VET professionals to attend and voice their experiences and views regarding cross-sector training opportunities to cover online and social media engagement skills. An online session was scheduled to provide stakeholders who were unable to attend the face-to-face sessions with an alternative platform for providing feedback. A total of 32 focus group participants were involved, representing different stakeholder types (i.e. RTOs, government associations, private-sector employers, etc.) and industries. A list of participants is provided at **Attachment C**.

➤ **National online survey**

SkillsIQ, with the support and advice of PRG members, drafted a questionnaire to cover the key topic areas of the project. The questionnaire was programmed online to generate a URL link which was widely distributed via email, as well as promoted via SkillsIQ’s website. The survey was open from 21 November to 14 December 2017. The survey took approximately 10 minutes to complete, and a total of 176 responses were received.

Consultation participation - discussion

The majority of participants indicated that their organisation had an online presence via a website (94%), or by the establishment of a social media presence (91%). These rates are significantly higher than national average measures available that indicate that 50.1% of Australian businesses have a web

presence and 38.2% have a social media presence,⁷ which suggests that the survey attracted an audience that is predominantly involved and/or interested in online and social media engagement. Discussions with individuals during the workshops confirmed that project descriptors and terms used to promote the project, such as 'consumer engagement' and 'online' and 'social media,' triggered interest mainly from individuals who already have some role and/or responsibility in the topic area.

Since the consultation reflected a relatively experienced and interested audience group, the findings of the consultation process have confirmed, and therefore accurately reflect, the key skills needs and issues of industry.

Refer to **Attachment C** for a detailed overview of the profile of participants and the reach of the consultation process.

Stage 4: Validation via expert consultation (January 2017)

On completion of the *Industry Consultation* activities, all data and feedback received was collated and carefully reviewed and analysed to identify key insights and findings to inform the development of this Case for Change. A first draft was shared with PRG members to test the findings and recommendations with industry experts, and to understand whether any additional issues needed to be considered for inclusion in the final Case to be presented. The draft Case for Change was reviewed in light of the feedback and comments received from PRG members.

In accordance with consultation protocols and guidelines, a national and public consultation regarding the draft Case for Change: Consumer Engagement via Online & Social Media (Cross-Sector Project) was held 22 January – 5 February 2018. It was promoted across:

- SkillsIQ's networks and stakeholders
- PRG members' networks
- Provided to all other SSOs for distribution to their IRCs and stakeholders
- An additional face-to-face group workshop discussion held in Alice Springs (23 January 2018).

The complete draft Case for Change and a Briefing Paper summarising the key findings of the consultation and the recommendations put forward were available via SkillsIQ's dedicated Cross-Sector project webpage. An **additional 26 responses** were received. This feedback has been incorporated into this final Case for Change. Refer to **Attachment C** for a list of responses.

4.2 Issues and sensitivities raised

In addition to the issue raised earlier regarding the need to provide flexibility for contextualising skills training across industries, the consultation also uncovered considerations for skills training in this area, as follows:

➤ **Dimensions of role type and seniority**

A common divide described is 'Doers,' i.e. junior level roles with hands-on responsibilities in delivery, including technical applications, and 'Managers,' i.e. senior level roles with responsibilities for planning, policy and strategising. Consumer engagement via online and social media activity responsibilities will vary across the groups, and training should therefore reflect these requirements.

➤ **Technical vs. non-technical skills areas**

A balance between knowing the foundations of using online and social media tools and the more technical skills required to set up platforms (i.e. html coding for website design, security codes, etc.) was raised as being important. Current school curricula cover computer coding for children and young people, and introductory teachings in VET training for online and social media engagement may therefore support bridging the IT skills gaps between generations (i.e. Millennials and Gen Y and X). Some level of technical skill training was deemed to be beneficial, especially for the 'Doers' of the workforce.

⁷ Australian Bureau of Statistics (ABS), 81660DO001_201516 Summary of IT Use and Innovation in Australian Businesses, 2015-16 (Released 15 Jun 2017)

➤ **Pace of online and social media developments (i.e. staying up-to-date)**

Technological disruptions have affected society for decades, and the pace and extent of further technological innovation and implementation is not expected to abate any time soon. Keeping skills training abreast of the latest online and social media platforms and trends will be essential to ensure workforce skills are appropriate and contribute effectively to business environments.

➤ **Interrelation of skills and knowledge**

Many topic areas are synergistic or symbiotic, and the skills and knowledge areas identified should therefore not be covered in isolation. For example, content cannot be developed without learning to identify the composition of key audiences, followed by some understanding of privacy, copyright and ethical requirements and practices. The acquisition of knowledge in terms of tools and applications is also important in terms of the context of the various mediums' audiences, and the make-up of those audiences consequently drives not only the type of content required, but also the most effective digital marketing approaches and potentially the most appropriate monitoring of performance.

Figure 4: Example of interrelationship of skills and knowledge areas



Source: SkillsIQ's Cross-Sector Project focus group discussions 2017 (Consumer Engagement via Online & Social Media)

Approaches to address the issues outlined above are addressed in earlier sections. See sections 3.2 and 3.6 for proposed changes and suggested actions for mitigating the risks involved in their implementation.

5.0 Impact of Change

5.1 Impact analysis

Implementing the proposed training package product changes will support the VET sector to ensure the current and future workforce in Australia continues to be job-ready in a tech-savvy and tech-demanding environment. Common online and social media engagement skills Units will maximise transferability across occupations and industries as consumer trends continue to drive the demand for skills in this area.

Stakeholders	Potential impact of change	Risk of no change
Employers	<ul style="list-style-type: none"> ✓ Access to a multi-skilled workforce equipped to support wider business operations regarding online and social media engagement activities ✓ Workforce supply is up-to-date with latest online and social media trends and techniques to support business innovation ✓ Enhancement of employers' ability to raise brand visibility and awareness across online and social media channels to support business growth ✓ Improved business planning and decision-making processes through access to performance data via online and social media analytics ✓ Meeting (growing) customer expectations successfully in terms of online and social media engagement with businesses, especially in the area of customer service, in order to enhance reputation 	<ul style="list-style-type: none"> × Increase in the gap between customer expectations / behaviours and business offerings × Incurring of additional costs for outsourcing online and social media engagement activities <p align="center">Decrease of competitiveness in marketplace</p>

Continue overleaf

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Stakeholders	Potential impact of change	Risk of no change
Employees	<ul style="list-style-type: none"> ✓ Expansion of employee pathways across an organisation and/or sector as employees are equipped to participate in broader role activities ✓ Improvement in confidence in conducting online and social media activities as part of broader role requirements ✓ Ability to support employers in decision making and planning processes by drawing upon online and social media analytics 	<ul style="list-style-type: none"> × Increase in the risk of compromising employer reputation (unsuitable online/social media responses etc.) × Increase in the skills gap within the workforce across generations (Millennials/Gen Y/X) × Training limited to full qualification or unaccredited short webinars in which skills uptake is low <p align="center">Decrease of competitiveness in workforce</p>
Students	<ul style="list-style-type: none"> ✓ Enhancement of student employability as students are trained in skills areas which complement industry-specific training qualifications ✓ Access to flexible and quality training options by which to learn online/social media engagement skills (as opposed to having to complete a full qualification to gain those skills) ✓ Introduction of students to online and social media skills appropriate for businesses and workplaces 	<ul style="list-style-type: none"> × Training limited to full qualification or unaccredited short webinars in which skills uptake is low × Employment options limited to industry or role-specific × Reliance on online/social media skills obtained in personal settings which may not be appropriate for the workplace <p align="center">Decrease of employability of future workforce</p>
RTOs	<ul style="list-style-type: none"> ✓ Enhancement of current training offerings so RTOs are in line with workforce demand trends ✓ Training offering perceived as more attractive to target audiences, thereby increasing its competitiveness in the market place ✓ Employment rates of graduates likely to be higher as they are equipped with transferable online/social media skills 	<ul style="list-style-type: none"> × Training offering will become obsolete as future skills needs in online/social media engagement are not addressed by flexible options. <p align="center">Decrease of competitiveness in marketplace</p>
Government	<ul style="list-style-type: none"> ✓ Direct contribution towards achieving the Ministers' Priorities/COAG Industry and Skills Council (CISC) reforms: <ul style="list-style-type: none"> - The training system better supports individuals to move more easily between related occupations - Improved efficiency of the training system through Units that can be used by multiple industry sectors ✓ Strategic addressing of common skills needs of multiple industries 	<ul style="list-style-type: none"> × Decentralised development of skills training across industries, potentially impacting quality <p align="center">Decrease in the national and international competitiveness of workforce</p>

5.2 Advancing the project's priorities

The overarching aim of the multiple cross-sector projects is to identify and develop common or generic Training Package products in a coordinated and efficient way, in order to strategically address common skills needs across industries. The recommendations put forward in this Case for Change directly support moving forward with the identification and coordination of common skills needs regarding consumer engagement via online and social media.

The recommendations aim to remove duplication across Training Packages and provide a collection of Units which can easily be imported and applied across multiple industries to provide students with flexible learning opportunities.

5.3 Proposed timeframes for implementing change

A recommended project plan outlining key timings for implementation is tabled below. The timings are presented as provisional and will be confirmed when the nature and extent of the consultation process regarding implementation is confirmed.

Activity	Proposed Timing
Submission of final Case for Change	28 February 2018
Review and approval of Case for Change by AISC	April 2018
National consultation and review (In-depth review of existing Units, drafting new Units, workshops, in-depth interviews, feedback forums, etc.)	Estimated 9 to 12 months*
Draft Case for Endorsement	*Dependent on the nature and extent of the national consultation process, including final scope for Unit development requirements
Submission of final Case for Endorsement	December 2018 / January 2019

5.4 Links with other cross-sector projects

A key consideration outlined earlier (in section 3.6) raised the importance of determining associations and overlaps across the cross-sector projects. Our initial observation is that a key trend of association which underpins many of these projects is technology (including the Internet of Things) and its impact on skills demand. Technology and internet-related skills of relevance include ICT, digital literacy, coding, analytics, and online and social media activities, and many of these are interrelated to some degree. A top-level assessment of links and/or overlaps of the Consumer Engagement via Online & Social Media cross-sector project with the other cross-sector projects is provided below. A more detailed review of proposed changes across **all** cross-sector projects is recommended to better identify synergies in Training Package product development and to minimise any duplication of work.

- Big Data (*PwC's Skills for Australia*) – Complementary link has been identified. Scope of subject covers some skills areas identified in this project regarding analytics and using online and social media data.
- Automation (*Skills Impact*) – No clear link has been identified.
- Coding/Digital Skills (*Innovation and Business Skills Australia, IBSA*) - Scope of subject covers some skill areas identified in this project regarding ICT and website development.
- Cybersecurity (*PwC's Skills for Australia*) – Complementary link has been identified. Cybersecurity skills would be a beneficial addition when using online and social media tools.
- Environmental Sustainability, formerly Green Skills (*Skills Impact*) - No clear link has been identified.
- Supply Chain (*Australian Industry Standards*) - No clear link has been identified.
- Teamwork & Communications (*PwC's Skills for Australia*) - No clear link has been identified.

6.0 Implementing the COAG Industry and Skills Council (CISC) reforms for Training Packages

The recommendations put forward, as well as the wider evidence presented in this Case for Change, directly support enacting the various CISC reforms agreed by CISC in November 2015.⁸ Examples of how these will be addressed are tabled below, as follows:

CISC reforms for Training Packages	Implementation examples
Remove obsolete qualifications from the system.	➤ The proposed changes focus on reviewing 20 Units in-depth to determine their relevance to current training needs and opportunities, and to remove them if redundant.
Provide more information about industry's expectations of training delivery.	➤ National consultation processes involving national workshops and engagement with industry will ensure that the final Units and training requirements reflect industry and employer needs.
Better support individuals to move more easily between related occupations.	➤ The proposed changes provide individuals with access to Units which complement training in their industry-specific qualifications. This therefore expands the pathways of employees across an organisation and/or sector as they become better equipped to participate in broader role activities.
Create more Units that can be owned and used by multiple industry sectors.	➤ The proposed changes recommend the development of eight (8) new Units that can be imported across all Training Packages and applied in all industry sectors.
Foster greater recognition of skill sets.	➤ The proposed changes recommend the development of four (4) new Units that together cover key online and social media skills.
Ensure accredited courses 'fill the gap' in training packages and courses are developed as quickly as industry needs them and support niche skills needs	➤ Online and social media engagement skills needs are current and prevalent across all industries. The proposed units are timely to address the current and related skills gaps in the workforce.

7.0 Sign-off

This Case for Change was agreed to by the **Cross-Sector project Consumer Engagement via Online and Social Media** Project Reference Group (PRG)

Name of Chair: Bethwyn Serow (Executive Director, Australian Major Performing Arts Group)

.....
Signature of Chair

Date:

⁸ A list of the reforms and information regarding the outcomes of the review of training packages and accredited courses is available at <https://www.education.gov.au/outcomes-review-training-packages-and-accredited-courses>

Attachment A - Project Reference Group

Membership of the Project Reference Group (PRG) represented a broad range of Industry Reference Committees (IRCs) to ensure that all feedback and expert advice collected was inclusive and representative of industries across Australia.

Industry Reference Committee (IRC)	Member	Organisation	Position
Aboriginal and Torres Strait Islander Health Worker	Jodie Davis	Australian Nursing and Midwifery Federation - Canberra (ANMF)	Federal Education Officer
Aquaculture and Wild Catch (Seafood)	Johnathon Davey	Seafood Industry Victoria	Executive Director
Business Services	Michael Magelakis	SSMI Group	Founder and CEO
Children's Education and Care	Ann Marie Chemello	Australian Childcare Alliance (ACA)	President
Community Sector and Development	Peter Heyworth	NV Education & Training Services	Executive Officer
Complementary Health	Meikin Li Rees	Laser Therapy & Natural Medicine	Director of Studies and Practitioner
Culture and Related Industries	Bethwyn Serow	Australian Major Performing Arts Group (AMPAG)	Executive Director
Dental	Jodie Davis	Australian Nursing and Midwifery Federation - Canberra (ANMF)	Federal Education Officer
Direct Client Care and Support	Beverly Charnley	TAFE Queensland - East Coast	Manager Community Services, Lifecycle Management Authority
Enrolled Nursing	Wendy Zernike	Uniting Care Health - The Wesley Hospital	Director of Clinical Education
Financial Services and Information Communications Technology (ICT)	Melanie Brenton	Service Industries Training Advisory Council	Executive Officer
Public Sector	Louise Mills	Department of the Premier and Cabinet	Deputy Director - State Service Management Office
Sport and Recreation	Jeffrey Lehrer	Scouts Australia	RTO Compliance Manager
Textiles, Clothing and Footwear	Kerryn Wollington	Laundry Dry Cleaning Training	Director of Training
Wholesale and Retail (Wholesale representative)	Shannon Walker	Australian Sporting Goods Association	Executive Director
Wholesale and Retail (Pharmacy representative)	Sue Bond	The Pharmacy Guild of Australia	Head - Guild Learning and Development
Wholesale and Retail (Retail and Aboriginal and Torres Strait Islander representative)	Lenore Dembski	Paperbark Woman	Owner

Attachment B - Training Package Component to Change

SkillsIQ

Date submitted: 2 March 2018

Abbreviations: CEOSM – Consumer Engagement via Online and Social Media
UoC – Unit of Competency
TP – Training Package

IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Introduction to online and social media	New - Skill Set	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Basic social media implementation	New - Skill Set	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Engage customers through online and social media	New - Skill Set	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Develop online customer engagement interfaces	New - Skill Set	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Use ICT in the workplace	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Identify online and social media tools	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Review and evaluate online analytics	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Use online and social media tools (Doer Unit)	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Manage online and social media tools (Manager Unit)	New – UoC	Draft

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Develop and launch a basic website	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Risk management for online and social media use	New – UoC	Draft
To be assigned <i>Cross-Sector Project (CEOSM)</i>	SkillsIQ	To be assigned	To be assigned	To be assigned	Ethical use of online and social media.	New – UoC	Draft

IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE403	Schedule customer engagement activity	Updated	Potential to apply across Training Packages
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB413	Optimise search engines	Updated	Potential to apply across Training Packages
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB417	Integrate social web technologies	Updated	Potential to apply across Training Packages
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITXEBS002	Develop, implement and monitor the use of social media in a business	Updated	Potential to apply across Training Packages
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITXEBS003	Build and launch a small business website	Updated	Potential to apply across Training Packages

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status	
						(New or Updated)	Change Required
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXMKT006	Develop a social media strategy	Updated	Potential to apply across Training Packages
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXECM001	Monitor and interpret online data analytics	Updated	Potential to apply across Training Packages
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG007	Develop online customer service standards	Updated	Potential to apply across Training Packages
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXMKT004	Undertake digital marketing activities	Updated	Potential to apply across Training Packages

IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status	
						(New or Updated)	Change Required
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG527	Plan social media engagement	Updated	Potential to be replaced by new units at next TP update
Education	PwC's Skills for Australia	FSK	Foundation Skills	FSKDIG01	Use digital technology for basic workplace tasks	Updated	Potential to be replaced by new units at next TP update
Education	PwC's Skills for Australia	FSK	Foundation Skills	FSKDIG02	Use digital technology for simple workplace tasks	Updated	Potential to be replaced by new units at next TP update
Education	PwC's Skills for Australia	FSK	Foundation Skills	FSKDIG03	Use digital technology for routine workplace tasks	Updated	Potential to be replaced by new

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status	
						(New or Updated)	Change Required
							units at next TP update
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB201	Use social media tools for collaboration and engagement	Updated	Potential to be replaced by new units at next TP update
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTICT108	Use digital literacy skills to access the internet	Updated	Potential to be replaced by new units at next TP update
Manufacturing and Engineering	IBSA Manufacturing	MEM	Manufacturing and Engineering	MEM16008A	Interact with computing technology	Updated	Potential to be replaced by new units at next TP update
Public Sector	SkillsIQ	PSP	Public Sector	PSPGEN007	Use technology in the workplace	Updated	Potential to be replaced by new units at next TP update
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITSS00062	Online Engagement for Small Business	Updated	Potential to be replaced by new units at next TP update
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITXEBS001	Use social media in a business	Updated	Potential to be replaced by new units at next TP update
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXMKT002	Use social media to engage customers	Updated	Potential to be replaced by new units at next TP update

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Aquaculture and Wild Catch	Skills Impact	SFI	Seafood Industry	SFICORE103C	Communicate in the seafood industry	Updated	Reviewed - not in scope
Aquaculture and Wild Catch	Skills Impact	SFI	Seafood Industry	SFICOMP205B	Communicate effectively in cross-cultural environments	Updated	Reviewed - not in scope
Aquaculture and Wild Catch	Skills Impact	SFI	Seafood Industry	SFICOMP316A	Gather, collate and record information	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBATSIC411	Communicate with the community	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE301	Use multiple information systems	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE304	Provide sales solutions to customers	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE404	Collect, analyse and record information	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE405	Survey stakeholders to gather and record information	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE406	Run a multicentre	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE407	Administer customer engagement technology	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE503	Manage data interrogation	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE504	Integrate customer engagement within the organisation	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE601	Optimise customer engagement operations	Updated	Reviewed - not in scope

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE602	Manage customer engagement information	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE603	Design and launch new customer engagement facilities	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUE606	Forecast and plan using customer engagement traffic information analysis	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUS401	Coordinate implementation of customer service strategies	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUS402	Address customer needs	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBCUS403	Implement customer service standards	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBITA601	Configure and optimise customer contact technology	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBITU203	Communicate electronically	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG419	Analyse consumer behaviour	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG524	Design effective user experiences	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG525	Design effective web search responses	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG526	Develop strategies to monetise digital engagement	Updated	Reviewed - not in scope
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBMKG528	Mine data to identify industry directions	Updated	Reviewed - not in scope

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Business Services	PwC's Skills for Australia	BSB	Business Services	BSBRES401	Analyse and present research information	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCCOM002	Use communication to build relationships	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCCOM005	Communicate and work in health or community services	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCCCS022	Facilitate independent travel	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCCDE010	Develop and lead community engagement strategies to enhance participation	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCECD006	Develop and monitor employment plans	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCECD010	Provide support to people in career transition	Updated	Reviewed - not in scope
Community Sector and Development	SkillsIQ	CHC	Community Services	CHCINM001	Meet statutory and organisation information requirements	Updated	Reviewed - not in scope
Culture and Related Industries	PwC's Skills for Australia	CUA	Creative Arts and Culture	CUADIG201	Maintain interactive content	Updated	Reviewed - not in scope
Culture and Related Industries	PwC's Skills for Australia	CUA	Creative Arts and Culture	CUARES201	Collect and organise content for broadcast or publication	Updated	Reviewed - not in scope
Culture and Related Industries	PwC's Skills for Australia	CUA	Creative Arts and Culture	CUAWRT301	Write content for a range of media	Updated	Reviewed - not in scope
Enrolled Nursing	SkillsIQ	HLT	Health	HLTENN002	Apply communication skills in nursing practice	Updated	Reviewed - not in scope
Enrolled Nursing	SkillsIQ	HLT	Health	HLTENN008	Apply legal and ethical parameters to nursing practice	Updated	Reviewed - not in scope

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Enrolled Nursing	SkillsIQ	HLT	Health	HLTENN032	Apply nursing practice in the rural and remote setting	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTDMT501	Incorporate and edit digital video	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTICT104	Use digital devices	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTICT204	Operate a digital media technology package	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTICT209	Interact with ICT clients	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTICT417	Identify, evaluate and apply current industry-specific technologies to meet industry standards	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTPRG403	Develop data-driven applications	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTPRG406	Apply introductory object-oriented language skills	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTTEN502	Design a telecommunications project	Updated	Reviewed - not in scope

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB405	Monitor traffic and compile website traffic reports	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB515	Implement and use web services	Updated	Reviewed - not in scope
Information and Communications Technology	PwC's Skills for Australia	ICT	Information and Communications Technology	ICTWEB516	Research and apply emerging web technology trends	Updated	Reviewed - not in scope
Personal Services	SkillsIQ	SHB	Hairdressing and Beauty Services	SHBXPSM003	Promote a personal services business	Updated	Reviewed - not in scope
Technicians Support Services	SkillsIQ	HLT	Health	HLTADM002	Manage Telehealth technology	Updated	Reviewed - not in scope
Technicians Support Services	SkillsIQ	HLT	Health	HLTADM001	Administer and coordinate Telehealth services	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITTPPD005	Develop host community awareness of tourism	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITTPPD006	Assess tourism opportunities for local communities	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITTTSL002	Access and interpret product information	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITTTSL004	Provide advice on Australian destinations	Updated	Reviewed - not in scope

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IRC	SSO	Training Package Code	Training Package Name	Training Product Code	Training Product Name	Review Status (New or Updated)	Change Required
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITTTSL016	Provide specialist advice on cruises	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITXCCS002	Provide visitor information	Updated	Reviewed - not in scope
Tourism, Travel and Hospitality	SkillsIQ	SIT	Tourism, Travel and Hospitality	SITHACS008	Provide accommodation reception services	Updated	Reviewed - not in scope
Transport and Logistics	AIS	TLI	Transport and Logistics	TLIK2003	Apply keyboard skills	Updated	Reviewed - not in scope
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG001	Engage the customer	Updated	Reviewed - not in scope
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG002	Assist with customer difficulties	Updated	Reviewed - not in scope
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG003	Build customer relationships and loyalty	Updated	Reviewed - not in scope
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG005	Maintain business to business relationships	Updated	Reviewed - not in scope
Wholesale and Retail	SkillsIQ	SIR	Retail Services	SIRXCEG006	Provide online customer service	Updated	Reviewed - not in scope

Attachment C Stakeholder consultation method and scale

A total of 234 responses were received from stakeholders via a variation methods, and contributed to this project.

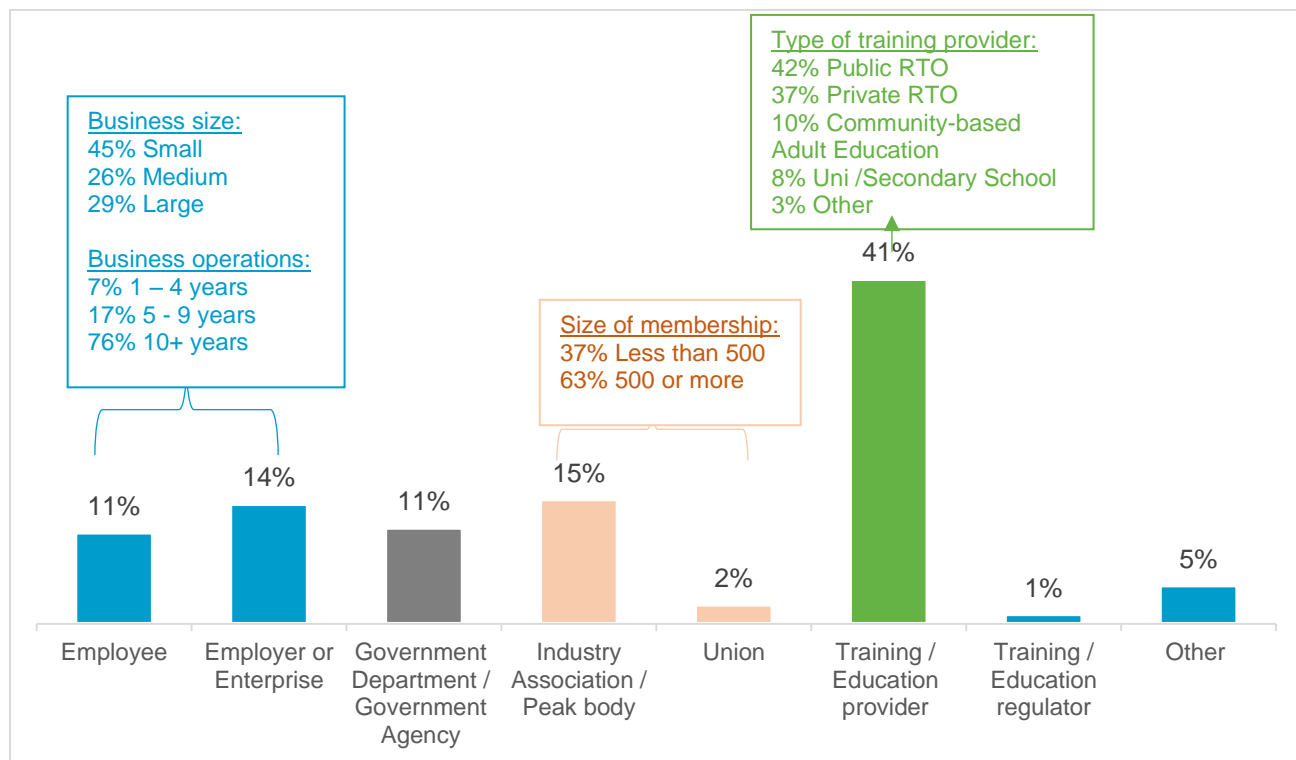
- **National focus groups** - a list of participants is tabled below.

Organisation	Participant Name	State/Territory	Industry
Department of Training and Workforce Development	Paul Muenchow	Western Australia	Government
North Metropolitan TAFE	Judith Peters	Western Australia	Education & Training
Dovaston Training and Assessment Centre	Shirli Dovaston	Northern Territory	Education & Training
Captovate	Karen Hawkes	Northern Territory	ICT
Paperbark Woman	Lenore Dembski	Northern Territory	Retail
ISACNT	Judith Mckay	Northern Territory	Industry Skills Advisory Council
ISACNT	Mel Brenton	Northern Territory	Industry Skills Advisory Council
ISACNT	Pauline Halse	Northern Territory	Industry Skills Advisory Council
ISACNT	Debbie Knight	Northern Territory	Industry Skills Advisory Council
CMM – Victoria University	Alison Hollands	Victoria	Education & Training
MCIE	Alison Molloy	Victoria	Education & Training
Swinburne University – CMM Human Services	Jennifer Fleischer	Victoria	Education & Training
Customised Training	Rhonda Ross	Victoria	Education & Training
MTPConnect	Melanie Thomson	Victoria	MedTech
TAFE Queensland	Duncan Munnings	Queensland	Education & Training
Department of Communities, Child Safety and Disability	Marlene Butteriss	Queensland	Government
ClinicalPRO	Monica Caruana	Queensland	Personal Services (Beauty)
Australian Dental Association	Bryan Nguyen	New South Wales	Dental
Laser Therapy & Natural Medicine Pty Ltd	Meikin Li Rees	New South Wales	Personal Services (Beauty)
Australian Culinary Federation	Stephen Lunn	Tasmania	Tourism and Hospitality
Jenard Training & Personnel	Lyn Flint-Cornell	Tasmania	Education & Training
Jenard Training & Personnel	Raine Harding	Tasmania	Education & Training
Victorian Famers Federation, Jamoney Pty Ltd	Meg Parkinson	Victoria	Agriculture
Colonial Tweed Caravan Park	Paula Forbes	New South Wales	Tourism and Hospitality
Australian Sporting Goods Association	Shannon Walker	National	Wholesale and Retail
Department of the Premier and Cabinet	Brett Manuel	South Australia	Government
Department of the Premier and Cabinet	Nici Smith	South Australia	Government
Department of the Premier and Cabinet	Tina Ferguson	South Australia	Government
Department of the Premier and Cabinet	Natalie Brunoli	South Australia	Government
Norgrove Training	Chris Ledwidge	South Australia	Education & Training
Norgrove Training	Emily Melgar	South Australia	Education & Training
Department of State Development	Irina Ferouleva	South Australia	Government

➤ **National online survey**

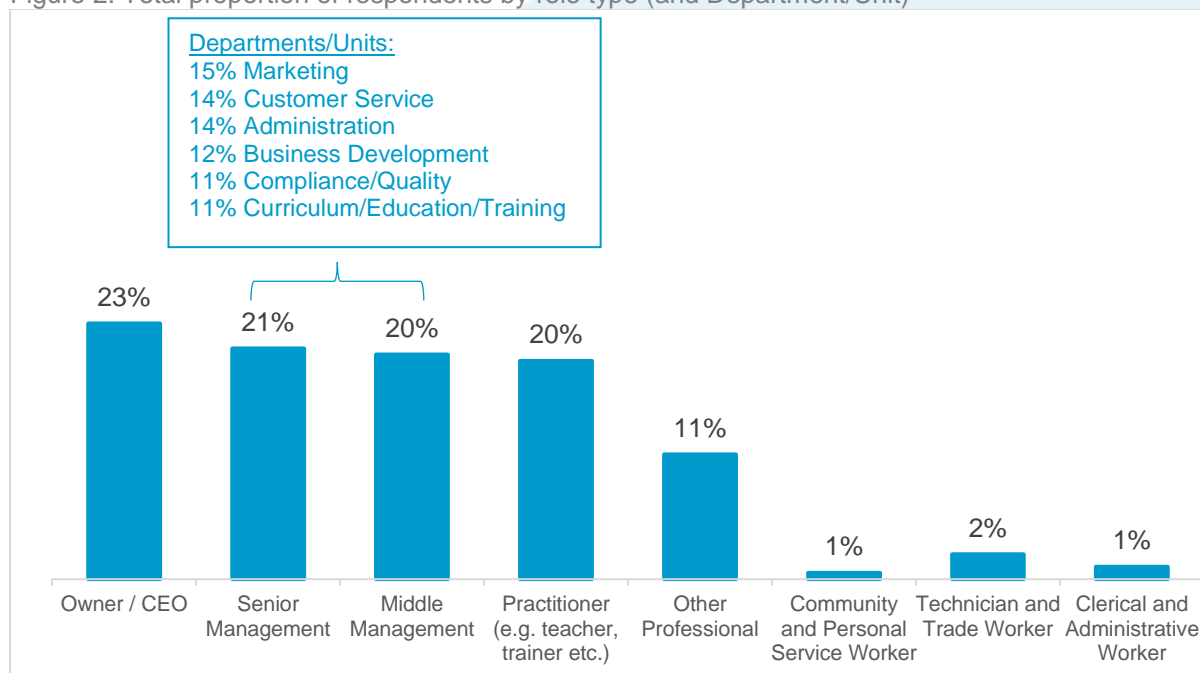
The survey was administered as a research tool to provide stakeholders with a confidential and anonymised channel to input their views and opinions on the topics questioned. In accordance with the Australian Market and Social Research Society (AMSRS) Privacy Principles regarding anonymity of participation in research, the individual names and organisations of respondents are not disclosed. An overview of their characteristics are charted and tabled below, demonstrating the wide coverage of the consultation. A total of 176 responses were received by the closing date.

Figure 1: Total proportion of respondents by type of respondent and relevant breakdowns



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

Figure 2: Total proportion of respondents by role type (and Department/Unit)

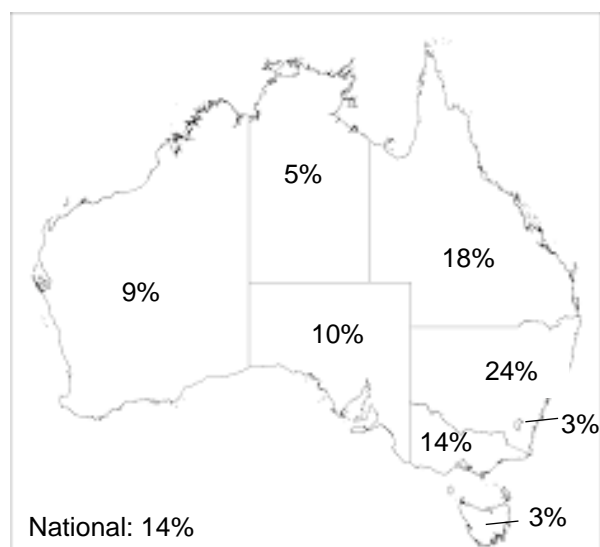


Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

46 Industries Participated

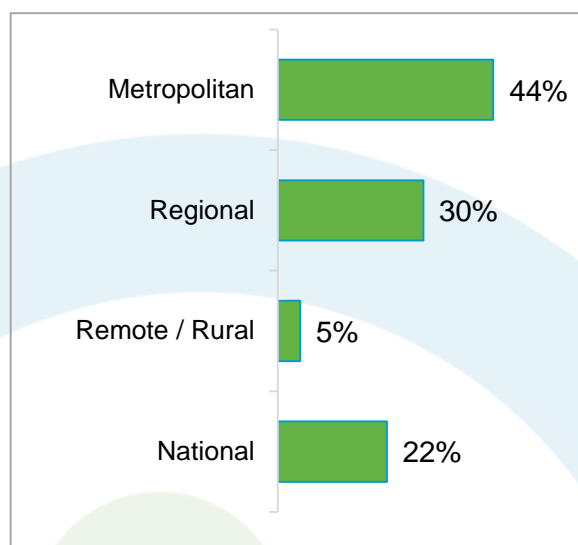
Aboriginal and Torres Strait Islander Health Worker
Aged/Home and Community Care
Agriculture and Production Horticulture
Amenity Horticulture
Animal Care and Management
Aquaculture and Wild Catch
Aviation
Beauty
Business Services
Career Development
Celebrancy
Community Pharmacy
Community Services
Complementary and Alternative Health
Conservation and Land Management
Construction
Correctional Services
Culture and related industries
Dental
Early Childhood Education and Care
Education
Employment Services
Enrolled Nursing
Events
First Aid
Fitness
Food and Beverage
Funeral Services
Hairdressing / Barbering
Health
Health Support Services
Health Technicians
Hospitality
ICT
Meat
Outdoor Recreation
Property Management and Services
Public Safety
Public Sector
Racing
Rail
Retail
Sport
Tourism
Wholesale
Other (unspecified)

Map 1: Total proportion of respondents by state / territory based in and/or of representation



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

Figure 3: Total proportion of respondents by type of location



Source: SkillsIQ's Cross-Sector Project Survey 2017 (Consumer Engagement via Online & Social Media)

**CROSS-SECTOR PROJECT: CONSUMER ENGAGEMENT VIA ONLINE & SOCIAL MEDIA
FINAL CASE FOR CHANGE**

- **Public consultation** – additional input to the draft Case for Change were received from the following stakeholders during the national consultation period:

Organisation	Participant Name	State/Territ	Industry
Australian Dental Association	Dr Hugo Sachs	New South Wales	Dental
Australian Institute of Training and Development	Naomi Dinnen	National	Education & Training
Australian Jockeys Association	Kevin Ring	National	Racing
Canberra Institute of Technology	Sara Carmona	ACT	Education & Training
Central Australian Aboriginal Congress	Kate Buckland	Northern Territory	Aboriginal and Torres Strait Islander Community
Central Australian Aboriginal Media Association	Nick Lee	Northern Territory	Media and Aboriginal and Torres Strait Islander Community
Charles Darwin University	Sue Tucker	Northern Territory	Education & Training
Charles Darwin University	Wendy Boyce	Northern Territory	Education & Training
Charles Darwin University Creative	Michael Boyce	Northern Territory	Education & Training
Civil Celebrations Network	Sonia Collins	New South Wales	Celebrancy
Coalition of Celebrant Associations (CoCA) Inc.	Rona Goold	National	Celebrancy
Industry Skills Advisory Council NT (ISACNT)	Alana Treagus	Northern Territory	Industry Skills Advisory Council
Industry Skills Advisory Council NT (ISACNT)	Susie Dark	Northern Territory	Industry Skills Advisory Council
Industry Skills Advisory Council NT (ISACNT)	Judith McKay	Northern Territory	Industry Skills Advisory Council
North Metropolitan (NM) TAFE	Vincenzo Mesiti	Western Australia	Education & Training
North Metropolitan (NM) TAFE	Adrian Gould	Western Australia	Education & Training
North Metropolitan (NM) TAFE	Paul Wood	Western Australia	Education & Training
North Metropolitan (NM) TAFE	Kristy Brown	Western Australia	Education & Training
North Metropolitan (NM) TAFE	Maureen Hague	Western Australia	Education & Training
Racing and Wagering WA	Ron Fleming	Western Australia	Racing
Retail and Personal Services Skills Advisory Council	Norma Roberts	Western Australia	Retail and Personal Services
TAFE NSW	Jacqueline Heap	New South Wales	Education & Training
Tourism Central Australia	Stephen Schwer	Northern Territory	Tourism
Tourism Council WA	Julia Tolj	Western Australia	Tourism
Writer Services	Jana Gibson	New South Wales	Cultural and Related Industries