

<b>UNIT CODE</b>	CHCECE051
<b>UNIT TITLE</b>	Promote equity in access to the service
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to actively promote a service and engage and enhance participation of underrepresented or equity groups.</p> <p>This unit applies to educators working at a leadership level in children's education and care services in Australia. Work is undertaken collaboratively according to the philosophy of the service.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify local community demographics.	1.1. Establish the demographic make-up of the local community. 1.2. Analyse attendance patterns to identify groups of children from the local community who are underrepresented in using the service. 1.3. Develop strategies to better engage with underrepresented groups in the local community. 1.4. Encourage increased use of service by underrepresented local groups and collaborate with all relevant parties to monitor progress.
2. Develop strategies to enhance participation.	2.1. Research and identify potential barriers to use of the service and the characteristics and preferences of potential users. 2.2. Identify, develop and document strategies that will facilitate engagement with underrepresented client groups. 2.3. Research funding program and service eligibility criteria and determine their impact on strategies developed. 2.4. Obtain and interpret information on groups that must be given priority access according to service policies. 2.5. Critically evaluate service practices and policies against access and equity principles and recommend required changes and improvements.
3. Implement strategies.	3.1. Implement strategies in collaboration with all relevant parties.

	<p>3.2. Promote services to client groups by developing and providing information in ways suited to specific audience needs.</p> <p>3.3. Integrate clear information about eligibility criteria and their rationale in communications.</p> <p>3.4. Establish feedback processes that enable people to provide information about their experiences in accessing the service.</p> <p>3.5. Gather applicant data and assess applications for the service based on strategies and associated criteria.</p> <p>3.6. Communicate decisions providing rationale, and clearly explain waiting list procedures.</p> <p>3.7. Refer and support applicants to access other services according to their needs.</p>
4. Review outcomes.	<p>4.1. Monitor and evaluate strategies to enhance participation of underrepresented groups.</p> <p>4.2. Accurately calculate the achievement of targets based on service data.</p> <p>4.3. Collaborate with relevant parties to identify and implement improvements.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information about local community demographics.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce accurate, informative reports.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed questions and actively listen to seek information and confirm understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical information about attendance patterns.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>research potential access barriers and document strategies for improving access using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is not equivalent to CHCECE027 Promote equity in access to the service.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE051 Promote equity in access to the service
<b>PERFORMANCE EVIDENCE</b>	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: <ul style="list-style-type: none"> <li>• develop and document strategies to enhance participation for one underrepresented group in the local community.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• current social and political context of early childhood education and care and research about disengaged families</li> <li>• social justice philosophy and principles</li> <li>• United Nations Convention on the Rights of the Child: <ul style="list-style-type: none"> <li>◦ its purpose</li> <li>◦ the articles relevant to children's education and care</li> </ul> </li> <li>• Principles of the Equal Opportunity Act 2010 or its successor</li> <li>• client perspectives on service provision and access to services</li> <li>• hard to reach populations: <ul style="list-style-type: none"> <li>◦ barriers to engagement</li> <li>◦ techniques for engaging</li> </ul> </li> <li>• types of barriers to accessing and maintaining engagement with a service and how to address these: <ul style="list-style-type: none"> <li>◦ service barriers</li> <li>◦ family barriers</li> <li>◦ relational and interpersonal barriers</li> </ul> </li> <li>• importance of equity and diversity in early childhood learning, development and teaching: <ul style="list-style-type: none"> <li>◦ contemporary practice models</li> <li>◦ processes for evaluation of current practice against access and equity principles</li> </ul> </li> <li>• how information can be developed, adapted and communicated to meet the needs of different audiences and community groups, including key considerations for: <ul style="list-style-type: none"> <li>◦ type of media used</li> <li>◦ use of language and imagery</li> <li>◦ distribution mechanisms</li> </ul> </li> <li>• legal and ethical considerations for promoting access and equity and how these are applied in early childhood education and care: <ul style="list-style-type: none"> <li>◦ complaints and appeals processes</li> <li>◦ disability</li> <li>◦ discrimination</li> <li>◦ equal opportunity</li> </ul> </li> <li>• potential users of the service considering: <ul style="list-style-type: none"> <li>◦ cultural background</li> <li>◦ social circumstances</li> <li>◦ range of abilities and disabilities</li> <li>◦ rural and remote users</li> </ul> </li> <li>• eligibility criteria that impact access: <ul style="list-style-type: none"> <li>◦ funding program guidelines</li> <li>◦ service guidelines</li> <li>◦ circumstances which lead to a child and family being eligible and having priority for service</li> <li>◦ circumstances that might exclude a person from service</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• other services available within the local community and the eligibility criteria of these</li> <li>• service standards, policies and procedures for inclusion.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a workplace that provides services or support to children and families.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information technology for research and documentation</li> <li>• service standards, policies and procedures for inclusion.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide