

<b>UNIT CODE</b>	<b>CHCECE051</b>
<b>UNIT TITLE</b>	<b>Promote equity in access to the service</b>
<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. 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/New Zealand standards and industry codes of practice.</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.	<p>1.1 Analyse attendance patterns to identify groups of children from the local community who are underrepresented in using the service.</p> <p>1.2 Develop strategies to better engage with underrepresented groups existing within the local community.</p> <p>1.3 Set ratio targets for increased use of service by local underrepresented groups and collaborate with all relevant parties to monitor progress.</p>
2. Develop strategies to enhance participation.	<p>2.1 Research and identify potential barriers to use of the service and the characteristics and preferences of potential users.</p> <p>2.2 Identify, develop and document strategies that will facilitate engagement with underrepresented client groups.</p> <p>2.3 Research funding program and service eligibility criteria and determine their impact on strategies developed</p> <p>2.4 Obtain and interpret information on groups that must be given priority access according to service policies.</p> <p>2.5 Critically evaluate service practices and policies against access and equity principles and recommend required changes and improvements.</p>

3. Implement strategies.	<p>3.1 Implement strategies in collaboration with all relevant parties.</p> <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>

FOUNDATION SKILLS	
<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>	
SKILLS	DESCRIPTION
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■

Self-management skills to:	■
Technology skills to:	■ research potential access barriers and document strategies for improving access using digital media.
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCECE051 Promote equity in access to the service.</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <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>■ consumer 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 in relation to:             <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 consideration relevant to 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</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> <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</li> <li>■ internet</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>	