



Australian Government

Assessment Requirements for CHCECE051 Promote equity in access to the service

Release: 1

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Modification History

Release 1. CHCECE051 Promote equity in access to the service supersedes and is not equivalent to CHCECE027 Promote equity in access to the service.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document strategies to enhance participation for one underrepresented group in the local community.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current social and political context of early childhood education and care and research about disengaged families
- social justice philosophy and principles
- United Nations Convention on the Rights of the Child:
 - its purpose
 - the articles relevant to children's education and care
- Principles of the Equal Opportunity Act 2010 or its successor
- client perspectives on service provision and access to services
- hard to reach populations:
 - barriers to engagement
 - techniques for engaging
- types of barriers to accessing and maintaining engagement with a service and how to address these:
 - service barriers
 - family barriers
 - relational and interpersonal barriers
- importance of equity and diversity in early childhood learning, development and teaching:
 - contemporary practice models
 - processes for evaluation of current practice against access and equity principles
- how information can be developed, adapted and communicated to meet the needs of different audiences and community groups, including key considerations for:
 - type of media used

- use of language and imagery
- distribution mechanisms
- legal and ethical considerations for promoting access and equity and how these are applied in early childhood education and care:
 - complaints and appeals processes
 - disability
 - discrimination
 - equal opportunity
- potential users of the service considering:
 - cultural background
 - social circumstances
 - range of abilities and disabilities
 - rural and remote users
- eligibility criteria that impact access:
 - funding program guidelines
 - service guidelines
 - circumstances which lead to a child and family being eligible and having priority for the service
 - circumstances that might exclude a person from the service
- other services available within the local community and the eligibility criteria of these
- service standards, policies and procedures for inclusion.

Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

Assessment must ensure access to:

- information technology for research and documentation
- service standards, policies and procedures for inclusion.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>