Australian Government

Department of Education, Employment and Workplace Relations

CHCRF621C Promote equity in access to the service

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCRF621C Promote equity in access to the service

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to actively promote a service to actively engage and enhance participation of unrepresented or equity groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the use of the service	1.1 Analyse attendance patterns and identify children from local community who are under represented in using the service
	1.2 Monitor in *collaboration* with all relevant parties
	1.3 Set targets for increased use of service by those under represented
	1.4 Monitor achievement of these targets
2. *Promote the service* to all potential users	2.1 Provide information about the service on request
	2.2 Target the range of potential users of the service with information, provided in relevant formats

ELEMENT	PERFORMANCE CRITERIA
3. Develop strategies to enhance participation of under represented groups	3.1 Establish *feedback processes* to enable people to provide information about their experience of accessing the service 3.2 Identify *barriers* and implement strategies to deal with these 3.3 Critically evaluate service practices and policies against access and equity principles 3.4 Implement, monitor and evaluate strategies with all relevant parties
4. Convey the eligibility criteria clearly	4.1 Identify and communicate funding program eligibility criteria 4.2 Identify and communicate organisation eligibility criteria 4.3 Identify any client groups that must be given priority according to guidelines 4.4 Provide a clear statement of who can and who can not access the service 4.5 Communicate reasons for eligibility criteria of the service
5. Decide on eligibility and priority for the service and communicate the decision effectively	5.1 Gather sufficient *information* to decide on eligibility and priority 5.2 Decide according to eligibility criteria and convey reasons for the decision clearly 5.3 If the person is ineligible for service, explain appeal or waiting list procedures 5.4 Refer to more appropriate service if relevant

Community Services and Health Industry Skills Council

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Up to date knowledge of the funding program guidelines
- Up to date knowledge of the organisation's guidelines for service eligibility
- The social and political context of child care services
- Other services available within the local community and the eligibility criteria of these
- Consumer perspectives on service provision and access to services
- Complaints and appeal procedures
- Knowledge of the potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities
- Circumstances which lead to a child and family being eligible and having priority for service
- Circumstances might exclude a person from service
- If a person is assessed as ineligible to use the service other options are developed with them
- Social justice philosophy and principles
- Relevant legislation e.g. anti-discrimination, Disability Act, state/territory regulations
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Critically analyse all aspects of service delivery in the light of client needs, community values and philosophical framework of service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Outline the rationale for the eligibility criteria and can relate these criteria to the potential client group in the community
- Gather sufficient breadth and depth of information to make a fair decision
- Apply communication skills such as:
  - interviewing skills
  - problem solving developing alternatives
  - negotiation skills

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Collaboration around monitoring the use of the service and developing and evaluating strategies may involve:	• Management • Parents • Community representatives • Funding bodies • Government bodies including regulatory bodies • Advocacy organisations
Promote the service by:	• Written material • Word of mouth • Local media such as newspapers, radio referral agents
Barriers to participation may include:	• Physical and distance barriers • Attitudinal barriers within the service • Social and cultural expectations • Expectations of parents or children • Isolation • Lack of knowledge of available services
Information may be obtained directly by:	• Interview • Phone • Letter

RANGE STATEMENT

Or indirectly by:	• Information provided by referral agent
	• Information provided by family members or other persons representing them.

Feedback processes may involve:	• Families
	• Community representatives
	• Children
	• Advocates

Unit Sector(s)

Not Applicable