



Australian Government

CHCECE027 Promote equity in access to the service

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

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

The unit applies to educators who work with children in a variety of education and care services.

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.

1. Monitor the use of the service

1.1 Analyse attendance patterns and calculate percentages of children from local community who are under represented in using the service

1.2 Set ratio targets for increased use of service by those under represented and collaborate with all relevant parties to monitor progress

1.3 Calculate the achievement of these targets

2. Develop and implement strategies to enhance participation of under

2.1 Identify and implement strategies for engagement with client groups

2.2 Promote services to the range of client groups by providing

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes.</i> represented groups	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i> information in relevant formats 2.3 Establish feedback processes to enable people to provide information about their experiences accessing the service 2.4 Identify barriers and implement strategies to address them 2.5 Critically evaluate service practices and policies against access and equity principles and recommend changes as necessary 2.6 Implement strategies in collaboration with all relevant parties
3. Convey the eligibility criteria clearly	3.1 Identify and communicate funding program eligibility criteria 3.2 Identify and communicate organisation eligibility criteria 3.3 Identify any client groups that must be given priority according to guidelines 3.4 Provide a clear statement of who can and who can not access the service 3.5 Communicate reasons for eligibility criteria of the service
4. Determine eligibility and priority for the service and communicate the decision effectively	4.1 Gather sufficient information on applicant and determine eligibility and priority 4.2 Clearly explain decision, reasons and waiting list procedures 4.3 If the person is ineligible for service, explain appeal process or alternative options 4.4 Refer to more appropriate service as required
5. Review outcomes	5.1 Monitor and evaluate strategies to enhance participation of underrepresented groups 5.2 Collaborate with relevant parties to identify and implement improvements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to this unit are explicit in the performance criteria

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCECE027 Promote equity in access to the service

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- develop strategies to enhance participation for 1 underrepresented group in the community

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- funding program guidelines
- organisation's guidelines for service eligibility
- social and political context of early childhood education and care
- other services available within the local community and the eligibility criteria of these
- consumer perspectives on service provision and access to services
- 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 that might exclude a person from service
- social justice philosophy and principles
- legal and ethical consideration relevant to promoting access and equity and how these are applied in early childhood education and care:
 - discrimination
 - disability

- complaints and appeals
- organisation standards, policies and procedures

Assessment Conditions

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

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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