



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCH426B Support client participation in the organisation**

**Release: 1**

## **CHCCH426B Support client participation in the organisation**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to involve service users in the organisation

### **Application of the Unit**

#### **Application**

This unit may be applied in the social housing context of community services work

### **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. Encourage <i>client participation</i> in organisation's activities | 1.1 Design activities to encourage <i>client participation</i><br>1.2 Create opportunities for comments from clients on service provision<br>1.3 Seek specific feedback on activities which may directly affect clients |
| 2. Identify barriers to <i>client participation</i>                   | 2.1 Create opportunities to identify client barriers to participation<br>2.2 Refer identified barriers to appropriate people within the organisation  |

## 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:

- Culture of community housing provision
- Issues affecting the client group
- Rights of clients and workers
- Working with individuals and groups

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of client's role and functions within the organisation
- Demonstrate support for client participation structures and activities within the organisation

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 the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - establishing rapport
  - active listening
  - interpretation of verbal and non-verbal communication
  - observation skills
  - reporting 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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider client participation requirements within the workplace

*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

## EVIDENCE GUIDE

*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 include access to an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit 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.

## **RANGE STATEMENT**

*Client participation includes:*

- Organisation processes which require/encourage active participation in the organisation by clients of the service

## **Unit Sector(s)**

Not Applicable