



**Australian Government**

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

# **CHCORG423B Maintain quality service delivery**

**Release: 1**

## **CHCORG423B Maintain quality service delivery**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients

### **Application of the Unit**

#### **Application**

The skills described in this unit may be applied across a range of community services workplace 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. Demonstrate commitment to the delivery of high quality services to clients | <p>1.1 Demonstrate consideration and understanding of the <i>context</i>, models of service delivery, <i>underpinning values and philosophy of the sector</i> in all work undertaken</p> <p>1.2 Ensure all work undertaken is consistent with relevant <i>current policies and legislative requirements</i></p> <p>1.3 Demonstrate understanding of the <i>issues</i> facing clients and their carers in all work</p> <p>1.4 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector</p>   |
| 2. Develop and implement a framework for quality service delivery             | <p>2.1 Devise strategies to ensure delivery of high quality services which continue to reflect best practice</p> <p>2.2 Establish and implement <i>protocols</i> and procedures to manage service delivery and reflect best practice work in community services industry</p> <p>2.3 Identify and address <i>barriers</i> in the organisation that impact on delivery of high quality service</p> <p>2.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client <i>needs</i></p> |

**ELEMENT****PERFORMANCE CRITERIA**3. Monitor and review *service delivery*3.1 Monitor implementation of *strategies* to evaluate delivery of services

3.2 Review service delivery and revise procedures as required to reflect best practice work

3.3 Ensure staff receive necessary competency development to support delivery of current best practice, address relevant legislative changes and respond appropriately to changing client needs

**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:

- Awareness of discriminatory actions
- Awareness of own attitudes to client groups
- Common health problems of the clients and their effects
- Common risks to safety
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care)
- Holistic and client-centred care
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Organisation occupational health and safety policies and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- Organisation philosophy and guidelines
- Organisation policies, practices and programs relating to the work role
- Principles and practices of confidentiality
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Provide and support a high quality of care for clients
- Uphold and support the rights and interests of clients in the workplace

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 application of skills in:
  - interpersonal communication with clients and other stakeholders:
  - communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/ service
  - language used may be English or a community language, depending on the client group
  - literacy and numeracy competence required to fulfil organisation reporting requirements and according to the literacy support available in the workplace:
  - literacy support may include the use of dictionaries, explanations of medical terminology
  - program development, review and revision
  - counselling
  - resource management and financial accountability
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

# 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 will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

*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
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

### *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.

## RANGE STATEMENT

### *Context includes:*

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs
- Historical context of work e.g. changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting clients
- Statutory framework within which work takes place

### *The underpinning values and philosophy of the sector may include:*

- A holistic and client / consumer-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Early intervention
- Promotion of mental health and well being
- Targeting of appropriate services

### *Current policies and legislative requirements include:*

- Aged Care Act 1997
- Case Management Society of Australia national standards
- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Others
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards



## RANGE STATEMENT

*Issues may include:*

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Development
- Need for support and care

*A commitment to access and equity principles includes:*

- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Creation of a client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

*Rights include principles expressed in:*

- Charters of rights
- Freedom from discrimination
- Freedom of information
- General human rights
- Outcomes standards
- Outcomes standards documents
- Service standards

*Rights may be detailed in:*

- Industry and organisation service standards
- Legislation
- Mission statements
- Resident handbooks

*Rights may include:*

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

## RANGE STATEMENT

### *Needs may include:*

- Accommodation
- Financial
- Personal
- Physical comfort
- Recreational
- Safety
- Security
- Social

### *Service delivery may include:*

- Care and support
- Case management
- Community development and education
- Health promotion
- Home based support
- Peer support/self help
- Residential services
- Respite care
- Unpaid work
- Working with families

### *Strategies may include those to address:*

- Accreditation
- Client lifestyle
- Continuous improvement
- Health and personal care of the client
- Management systems, staffing and organisation development
- Physical environment and safety systems
- Service standards
- Visitors

### *Protocols may include:*

- Assessment of client needs
- Collection, recording and reporting of information
- Communication with clients
- Processes for decision-making for consideration of client needs

**RANGE STATEMENT**

*Barriers may include:*

- Client service strategies
- Economic
- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Physical
- Social, cultural and religious

**Unit Sector(s)**

Not Applicable