



Australian Government

CHCECE029 Respond to problems and complaints about the service

Release: 1

CHCECE029 Respond to problems and complaints about the service

Modification History

Release	Comments
Release	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 Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to effectively resolve grievances and complaints about the service.

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
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Respond to a family member's concerns about their child	1.1 Discuss observations about the child in the service 1.2 Collate and present feedback and views of all workers involved with the child 1.3 Discuss concern and identify key issue/s with the family member 1.4 Use appropriate communication strategies to discuss possible actions with family and collaborate to reach a decision together

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.5 Confirm next steps and clarify agreement with all relevant parties

2. Acknowledge and address grievances and complaints

2.1 Listen respectfully to person's concerns

2.2 Identify, investigate and discuss issues underlying complaint according to guidelines

2.3 Prioritise and take action as quickly as the situation requires

2.4 Explain complaint process and inform complainant of what can and can not be expected from process

2.5 Refer complaint to appropriate procedures or forums as appropriate

3. Effect resolution of complaints

3.1 Ensure parties are clear about confidentiality and the rights of others and protect these during the process

3.2 Seek advice in accordance, generate options and facilitate resolution in accordance with organisation procedures

3.3 Facilitate mediation between parties concerned as relevant

3.4 Obtain resolution or an agreement for moving forward or setting aside issues

3.5 Document process and outcomes according to the organisation's procedures

4. Review outcomes

4.1 Seek feedback from relevant parties about the resolution of problem and/or complaint

4.2 Clarify any misunderstandings or concerns regarding process or own role

4.3 Use feedback and lessons learned to identify and implement improvements to own practice and service

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 CHCECE029 Respond to problems and complaints about 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:

- responded to at least 3 different problems or complaints about the service in accordance with organisation procedures.
- identified at least 1 opportunity for improvement arising from the problem or complaint

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant service guidelines including complaint procedures
- relevant codes of ethics
- organisation standards, policies and procedures
- privacy and confidentiality requirements of role and service
- communication strategies and negotiation techniques
- problem solving and conflict resolution techniques
- principles of mediation

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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