



Australian Government

Department of Education, Employment and Workplace Relations

CHCRF623C Respond to problems and complaints about the service

Release: 1

CHCRF623C Respond to problems and complaints about the service

Modification History

Not Applicable

Unit Descriptor

Descriptor

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

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. Respond to <i>a family member's concerns</i> about their child | 1.1 Provide observations about the child in the service as relevant
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 Discuss possible actions and reach a decision together
1.5 Use <i>appropriate communication strategies</i> |
| 2. Acknowledge and address <i>grievances and complaints</i> | 2.1 Listen respectfully to person's concerns
2.2 Inform people of avenues for complaint
2.3 Identify investigate and discuss issues underlying complaint, according to guidelines
2.4 Take action as quickly as required by the situation
2.5 Explain complaint process and inform complainant of what can and can not be expected from process
2.6 Refer complaint to appropriate procedures or forums as appropriate |

ELEMENT**PERFORMANCE CRITERIA****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 as required

3.3 Generate options and facilitate resolution

3.4 Facilitate *mediation between parties* concerned as relevant

3.5 Obtain resolution or an agreement to set aside issues

3.6 Record process and outcomes according to the organisation's procedures

4. Develop service

4.1 Consider feedback about suggestions for improved practice or procedures and implement as appropriate

4.2 Develop information to clarify service practices and procedures and provide as relevant

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:

- Complaint procedures
- Relevant service guidelines
- Relevant codes of ethics
- Confidentiality policies and procedures
- Self awareness
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Resolve conflicts with users of the service balancing organisation guidelines with client needs

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:

- Facilitate discussions when competing views and interests exist
- Demonstrate communication which is direct, authoritative and listening to competing viewpoints
- Demonstrate application of skills in:
 - conflict resolution techniques
 - negotiation skills
 - problem solving skills

REQUIRED SKILLS AND KNOWLEDGE

- good communication including listening, empathy responding, questioning
- capacity for managing differences in point of view

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 realistic simulated workplace setting under the normal range of workplace conditions, giving consideration to the range of workplace contexts
- Assessment could take place on one or more assessment situations

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 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

Related units:

This unit may be (but is not required to be) assessed in conjunction with related units such as:

- CHCRF622C Plan child care provision with families
- CHCORG619C Develop and maintain the quality of service outcomes

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.

Appropriate communication strategies to respond to a family member's concern may include:

- Use of interpreters
- Privacy
- Number of people who participate is decided

A family member's concerns may be about a child's:

- Health
- Behaviour
- Development
- Social interaction
- Homework
- Life skills
- Emotional well being

Grievances and complaints may be received from:

- Users of service
- People denied access to service
- Ministers of government departments
- Local members of parliament
- Local community members
- Media
- Service or person advocating on behalf of child/family
- Licensing bodies
- Advisory/support organisations
- Workers of the service

RANGE STATEMENT

Complaints may be about:

- Quality of the service
- Problems in the service
- Inadequate level of service provision e.g. Hours, times
- Children in the service
- Financial matters
- Staffing
- Behaviour management strategies
- Attitude of worker
- Insensitivity to cultural practices of child/family

Mediation between parties to effect resolution of a complaint may be between:

- Worker and parent
- Worker and child
- Parent and service

Guidelines for addressing complaints may include:

- Organisation procedures, policies and guidelines
- Legal obligations
- Guidelines of funding body/government bodies who have a regulatory role

Unit Sector(s)

Not Applicable