

UNIT CODE	CHCECE053
UNIT TITLE	Respond to grievances and complaints about the service
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to effectively resolve grievances and complaints about the service.</p> <p>This unit applies to educators working at a leadership level in a children's education and care service in Australia. Work is undertaken collaboratively according to the philosophy of the service.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Respond to a family member's concerns.	1.1 Clarify the concern promptly and identify key issues through discussion with the family member. 1.2 Use appropriate communication strategies to discuss possible resolutions, focussing on collaborative decision-making. 1.3 Confirm next steps and clarify agreement with all relevant parties. 1.4 Follow service privacy and confidentiality requirements.
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 service procedures. 2.3 Prioritise and take action with the level of urgency the situation requires. 2.4 Explain complaint process and clearly inform complainant of what can and cannot be expected from process. 2.5 Refer complainant to appropriate procedures or forums.

3. Resolve complaints.	3.1 Seek advice, generate options and facilitate resolution according to service procedures. 3.2 Facilitate mediation between parties concerned according to service procedures. 3.3 Obtain agreement regarding resolution of issues. 3.4 Document process and outcomes according to service procedures.
4. Review outcomes.	4.1 Seek feedback from relevant parties about the outcome of grievance and/or complaint. 4.2 Clarify 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	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding.
Self-management skills to:	<ul style="list-style-type: none"> proactively seek opportunities to improve own work practice and conduct.
Technology skills to:	<ul style="list-style-type: none"> document complaints and how they were addressed using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE053 Respond to grievances and complaints about the service
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ respond to at least three different grievances or complaints about the service that individually or collectively involve all of the following in accordance with service procedures: <ul style="list-style-type: none"> ○ a systemic issue ○ an emotive family member ○ response to a detailed written complaint ■ use all of the following techniques: <ul style="list-style-type: none"> ○ active listening ○ assertiveness ○ questioning ○ effective non-verbal communication ○ negotiation ■ identify and document at least one opportunity for improvement arising from the grievance or complaint.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ privacy and confidentiality requirements of role and service ■ regulatory requirements for reporting to authorities ■ relevant codes of ethics ■ range of family member's responses to issues relating to their child: <ul style="list-style-type: none"> ○ impact on ways of addressing issues ■ communication techniques: <ul style="list-style-type: none"> ○ active listening ○ collaborative decision-making ○ empathising with the person's situation while upholding service policy ○ non-verbal communication and recognition of non-verbal signs ○ language style ○ questioning techniques ○ those appropriate to different social and cultural groups ■ typical features of complaint procedures ■ conflict theory: <ul style="list-style-type: none"> ○ signs ○ stages ○ levels ○ factors involved ○ results ■ conflict resolution techniques: <ul style="list-style-type: none"> ○ assertiveness ○ diffusing escalated reactions ○ negotiation ○ use of appropriate communication ■ principles of mediation ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ collaborative partnerships with families and community ○ complaints management.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a workplace that provides services or support to children and families.</p> <p>Where there is documented evidence that the service does not permit performance of one or more of the above skills by individuals who are not staff members, those skills may be demonstrated in a simulated environment.</p> <p>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ service standards, policies and procedures for:<ul style="list-style-type: none">○ collaborative partnerships with families and community○ complaints management■ families and children within a relevant service. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide