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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

Section 2: Unit of competency information

2.1 Unit of competency

BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Prerequisite units

None

2.2 Unit of competency assessment requirements

Assessment requirements for BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> greet customer and establish rapport/relationship in accordance with organisational requirements identify customer needs using appropriate interpersonal skills provide prompt service to address customer needs in accordance with organisational requirements identify and follow up opportunities to increase the quality of service and products respond to and record all customer feedback according to organisational standards, policies and procedures. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services identify and explain workplace organisational policies and procedures relating to customer service and the customer service process.
Assessment conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:</p> <ul style="list-style-type: none"> office equipment and technology workplace documents, organisational policies and procedures for customer service examples of customer complaints and feedback case studies and, where possible, real situations interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBCUS201 Deliver a service to customers*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic: Establish contact with customers	
Suggested time allocation: 10 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–19
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBCUS201 Deliver a service to customers</i> , Release 1 Topic 1: Establish contact with customers	<ul style="list-style-type: none"> External customers Internal customers Mission and vision statements Business plans
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBCUS201 Deliver a service to customers</i>. The appendices of the learner guide provide details of the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit. 	
<ul style="list-style-type: none"> Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	
<ul style="list-style-type: none"> Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

3.3 Learning mapping

BSBCUS201 Deliver a service to customers, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish contact with customers	Topic 1: Establish contact with customers	n/a	n/a
1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements	1A Acknowledge and greet the customer in an appropriate manner	1	LC1: Part A 3, 5, 6; Part B 1, 4
1.2 Maintain personal dress and presentation in line with organisational requirements	1B Maintain personal dress and presentation	2	LC1: Part A 7, 8
1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information	1C Use appropriate interpersonal skills to communicate with customers	3	LC1: Part A 4,Q5 Part B 1–4
1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences	1D Maintain sensitivity to customer needs	4	LC1: Part A 5 Part B 3, 4
1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements	1E Establish rapport with customers	5	LC1: Part A 2 Part B 1–4
Element 2: Identify customer needs	Topic 2: Identify customer needs	n/a	n/a
2.1 Use appropriate questioning and active listening to determine customer needs	2A Determine customer needs by questioning and listening	6	LC2: Part A 1, 2 Part B 2
2.2 Assess customer needs for urgency to identify priorities for service delivery	2B Assess customer needs for urgency	7	LC2: Part A 5

4.3 Assessment mapping

BSBCUS201 Deliver a service to customers, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Establish contact with customers					
1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements	Q1, Q2, Q3				
1.2 Maintain personal dress and presentation in line with organisational requirements		P1	P1		
1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information	Q4				
1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences	Q5				
1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements		P3	P3		
Element 2: Identify customer needs					
2.1 Use appropriate questioning and active listening to determine customer needs	Q6, Q7				
2.2 Assess customer needs for urgency to identify priorities for service delivery		P7	P7		

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBCUS201 <i>Deliver a service to customers</i> , Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Delivering a service to customers at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Delivering a service to customers at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	