

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	21
2.3 Aspire resources available for this unit	23
2.4 Target groups	25
Section 3: Training requirements	27
3.1 Delivery approach	27
3.2 Delivery plans	28
3.3 Learning mapping	36
3.4 Solutions – general guidance	44
3.5 Solutions to practice tasks	45
3.6 Solutions to learning checkpoints	52
Section 4: Assessment	72
4.1 Assessment approach	72
4.2 Assessment procedures	73
4.3 Assessment mapping	79
4.4 Assessment solutions and marking guidance	86
4.5 Completing the record of outcome	98
Section 5: Forms	100
Section 6: Glossary of VET terminology	101

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
<p>Australian Qualifications Framework</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Volume of learning</p> <p>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</p>	<p>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.</p>

Section 2: Unit of competency information

2.1 Unit of competency

BSBCUS301 Deliver and monitor 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 identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

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

Prerequisite units

None

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBCUS301 Deliver and monitor 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 1: Identify customer needs	
<p>Suggested time allocation:</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–13</p>
<p>Recommended reading</p>	<p>Terminology checklist</p>
<p>Aspire learner guide <i>BSBCUS301 Deliver and monitor a service to customers</i>, Release 1</p> <p>Topic 1: Identify customer needs</p>	<ul style="list-style-type: none"> • Quality assurance standards • Legislation • Market research • Primary research • Secondary research • Confidentiality • Features and benefits
<p>Suggested training strategies</p>	
<ul style="list-style-type: none"> • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBCUS301 Deliver and monitor 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 	

3.3 Learning mapping

BSBCUS301 Deliver and monitor a service to customers, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify customer needs	Topic 1: Identify customer needs	n/a	n/a
1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations	1A Identify and clarify customer needs and expectations	1	LC 1: Part A 2 Part B 1, 5, 8, 9
1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements	1B Determine the urgency of a request	2	LC 1: Part A 3, 4 Part B 1, 7, 10
1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection of preferred options	1C Match customer needs with appropriate products or services	3	LC 1: Part A 1, 2 Part B 1
1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals	1D Seek assistance to meet customer needs	4	LC 1: Part A 1 Part B 1, 6
Element 2: Deliver a service to customers	Topic 2: Deliver customer service	n/a	n/a
2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements	2A Provide prompt service to customers	5	LC 2: Part A 5, 7 Part B 1, 4
2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery	2B Establish rapport with customers	6	LC 2: Part B 2, 3, 5

4.3 Assessment mapping

BSBCUS301 Deliver and monitor 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: Identify customer needs					
1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations				O1	O1
1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements		P2	P2		
1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection of preferred options				O5	O5
1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals	Q3, Q4				
Element 2: Deliver a service to customers					
2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements				O7	O7

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:	<i>BSBCUS301 Deliver and monitor a service to customers, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Responding to customer complaints and recommending improvements at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Responding to customer complaints and recommending improvements at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	