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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
<b>Australian Qualifications Framework</b> 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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	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

#### BSBCUS402 Address customer needs

##### 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 manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

##### Unit Sector

Stakeholder Relations – Customer Service

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBCUS402 Address customer needs

#### Modification History

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

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>communicate effectively with customers including <ul style="list-style-type: none"> <li>helping customers to articulate their needs and evaluate options</li> <li>explaining products/services and how they match customer needs</li> <li>establishing regular communication</li> <li>explaining customer rights and responsibilities</li> </ul> </li> <li>address customer's needs</li> <li>use organisational procedures to document customer satisfaction</li> <li>develop and maintain networks to support meeting customer needs</li> <li>identify potential difficulties in meeting customer needs and taking appropriate action.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge Evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>explain organisational procedures and standards for establishing and maintaining customer service relationships</li> <li>describe informed consent</li> <li>explain consumer rights and responsibilities</li> <li>describe ways to establish effective regular communication with customers</li> <li>outline details of products or services including with reference to: <ul style="list-style-type: none"> <li>possible alternative products and services</li> <li>variations within a limited product and service range.</li> </ul> </li> </ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBCUS402 Address customer needs*. 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: Assist customers to articulate their needs	
<b>Suggested time allocation:</b> 15 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–12
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBCUS402 Address customer needs</i> , Release 1 Topic 1: Assist customers to articulate their needs	<ul style="list-style-type: none"> <li>Customer service</li> <li>Customer needs</li> <li>Complex needs</li> <li>Barriers to effective communication</li> <li>Problem-solving strategies</li> <li>Closed questions</li> <li>Open questions</li> <li>Product</li> <li>Knowledge</li> <li>Australian consumer law</li> <li>Environmental legislation</li> <li>Anti-discrimination</li> <li>Privacy legislation</li> <li>Work health and safety</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBCUS402 Address customer needs</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	

## 3.3 Learning mapping

*BSBCUS402 Address customer needs*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Assist customer to articulate needs</b>			
1.1 Ensure customer needs are fully explored, understood and agreed	1A Ensure customer needs are fully explored, understood and agreed	1	LC 1: Part A
1.2 Explain and match available services and products to customer needs	1B Explain and match services and products to customer needs	2	LC 1: Part B
1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate	1C Identify and explain to customers their rights and responsibilities	3	LC 1: Part C
<b>Element 2: Satisfy complex customer needs</b>			
2.1 Explain possibilities for meeting customer needs	2A Explain possibilities for meeting customer needs	4	LC 2: Part A 3
2.2 Assist customers to evaluate service and/or product options to satisfy their needs	2B Assist customers to choose services and products to satisfy their needs	5	LC 2: Part A 1–4 Part B 1–5
2.3 Determine and prioritise preferred actions	2C Determine and prioritise preferred actions	6	LC 2: Part A 4
2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner	2D Identify difficulties in customer service delivery and take appropriate actions	7	LC 2: Part A 4 Part B 4

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete the following task</b>	<p>Part A – Questioning</p> <p>You will demonstrate a sound knowledge of the unit requirements in your responses.</p>
<b>Select and complete one of the following</b>	<p>Part B – Project: Addressing customer needs at BizOps Enterprises</p> <p>You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment.</p> <p>OR</p> <p>Part C – Project: Addressing customer needs at work</p> <p>You will demonstrate your skills and knowledge by completing a project in your workplace.</p>
<b>Select and complete one of the following</b>	<p>Part D – Observation</p> <p>Your work performance will be documented while being observed by an assessor.</p> <p>OR</p> <p>Part E – Third-party report</p> <p>Your work performance will be documented using a third-party report completed by a relevant supervisor.</p>

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## 4.3 Assessment mapping

BSBCUS402 Address customer needs, 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
<b>Element 1: Assist customer to articulate needs</b>					
1.1 Ensure customer needs are fully explored, understood and agreed	Q1			O1	O1
1.2 Explain and match available services and products to customer needs	Q2	P1, P2	P1, P2	O2	O2
1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate	Q3	P4, P5	P4, P5		
<b>Element 2: Satisfy complex customer needs</b>					
2.1 Explain possibilities for meeting customer needs		P6	P6	O3, O4	O3, O4
2.2 Assist customers to evaluate service and/or product options to satisfy their needs	Q2	P7, P8	P7, P8		
2.3 Determine and prioritise preferred actions	Q4	P9	P9		
2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner	Q5	P10	P10	O5	O5
<b>Element 3: Manage networks to ensure customer needs are addressed</b>					
3.1 Establish effective regular communication with customers	Q6	P11, P12	P11, P12		



## 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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBCUS402 Address customer needs, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
Part A – Questioning		<input type="checkbox"/>
<input type="checkbox"/> Part B – Project: Addressing customer needs at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Addressing customer needs at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		