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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
<p><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></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: <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></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

#### BSBPRO301 Recommend products and services

##### 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 provide advice and information within an organisation about the development and distribution of its products and services.

It applies to individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement and who may provide technical advice and support to a team.

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

##### Unit Sector

Industry Capability – Product Skills and Advice

##### Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBPRO301 Recommend products and services

#### Modification History

Release	Comments
Release 1	This version first released with BSB 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>• use appropriate sources to document accurate information about the organisation's products and services</li> <li>• prepare and provide advice about products and services according to organisational requirements</li> <li>• evaluate promotional activities including consideration of: <ul style="list-style-type: none"> <li>– whether promotional materials meet organisational requirements</li> <li>– actual costs against budget</li> <li>– customer feedback.</li> </ul> </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>• list authoritative sources of information about the organisation's products and services</li> <li>• outline the organisation's products and services</li> <li>• outline the policies and procedures that apply when providing advice or recommendations about products and services</li> <li>• list and describe organisational promotional activities</li> <li>• explain methods used to gather verifiable customer feedback about products and services</li> <li>• explain how and why customer feedback is analysed.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – product skills and advice field of work and include access to:</p> <ul style="list-style-type: none"> <li>• relevant organisational policies and procedures</li> <li>• relevant workplace documentation and resources</li> <li>• case studies and, where possible, real situations</li> <li>• interaction with others.</li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBPRO301 Recommend products and services*. 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.

<b>Topic 1: Develop and maintain knowledge of products and services</b>	
<p><b>Suggested time allocation:</b> 12 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–12</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBPRO301 Recommend products and services</i>, Release 1</p> <p>Topic 1: Develop and maintain knowledge of products and services</p>	<ul style="list-style-type: none"> <li>• Industry sector</li> <li>• Business model</li> <li>• Organisation structure</li> <li>• Regulatory environment</li> <li>• Organisation size</li> <li>• Australian Consumer Law</li> <li>• Anti-discrimination legislation</li> <li>• Codes of practice and ethical principles</li> <li>• Privacy laws</li> <li>• Work health and safety (WHS) laws</li> <li>• Industry-specific legislation</li> <li>• Industry trends</li> <li>• New business operations</li> <li>• New technologies</li> <li>• Global trends</li> <li>• Trade fairs</li> <li>• Websites, blogs, social media</li> <li>• Industry publications</li> <li>• Media releases</li> <li>• Packaging and delivery options</li> <li>• Replacement and refund policies</li> <li>• Promotional material</li> <li>• After sales support</li> <li>• Confidentiality</li> </ul>

### 3.3 Learning mapping

BSBPRO301 *Recommend products and services*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Develop and maintain knowledge of products and services</b>			
1.1 Actively and regularly research knowledge and understanding of industry products and services using authoritative sources	1A Understand the industry in which your organisation operates	1	LC 1: Part A 1, 2
1.2 Use available product and service documentation to identify and understand characteristics of products and services, and to make comparisons with other products and services	1B Use documentation to understand and compare the organisation's products and services	2	LC 1: Part A 3
1.3 Accurately document and maintain information on products and services in a format consistent with organisational requirements	1C Document and maintain products and services information according to organisational requirements	3	LC 1: Part A 4, 5
1.4 Apply acquired knowledge to improve quality within personal work areas	1D Use your knowledge to improve quality	4	LC 1: Part A 5 Part B 6 Part C 4
<b>Element 2: Recommend products and services</b>			
2.1 Ensure that recommendations on products and services are in line with organisational requirements	2A Ensure recommendations are in line with organisational requirements	5	LC 2: Part A 1, 2, 3, 4 Part B 1, 2
2.2 Provide recommendations that emphasise product and service issues relevant to client needs	2B Give recommendations that emphasise client needs	6	LC 2: Part A 1, 2, 3, 4 Part B 1, 2

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

## 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

*BSBPRO301, Recommend products and services, 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: Develop and maintain knowledge of products and services</b>					
1.1 Actively and regularly research knowledge and understanding of industry products and services using authoritative sources		P1	P1		
1.2 Use available product and service documentation to identify and understand characteristics of products and services, and to make comparisons with other products and services		P5	P5		
1.3 Accurately document and maintain information on products and services in a format consistent with organisational requirements		P7	P7		
1.4 Apply acquired knowledge to improve quality within personal work areas		P11	P11		
<b>Element 2: Recommend products and services</b>					
2.1 Ensure that recommendations on products and services are in line with organisational requirements		P12	P12		
2.2 Provide recommendations that emphasise product and service issues relevant to client needs		P13	P13		
2.3 Ensure that evidence in support of recommendations is verifiable and presented in a suitable format		P15	P15		
2.4 Structure recommendations to identify clear benefits to clients		P16	P16		

## 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>	<i>BSBPRO301 Recommend products and services, Release 1</i>	
<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: Recommending products and services at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Recommending products and services at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	
<b>Declaration:</b>	In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.	