

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
<b>Section 3: Training requirements</b>	<b>25</b>
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	34
3.4 Solutions – general guidance	39
3.5 Solutions to practice tasks	40
3.6 Solutions to learning checkpoints	47
<b>Section 4: Assessment</b>	<b>63</b>
4.1 Assessment approach	63
4.2 Assessment procedures	64
4.3 Assessment mapping	70
4.4 Assessment solutions and marking guidance	75
4.5 Completing the record of outcome	87
<b>Section 5: Forms</b>	<b>89</b>
<b>Section 6: Glossary of VET terminology</b>	<b>90</b>

# 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.

## 1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
  - TAE40110 Certificate IV in Training and Assessment (or its successor)
  - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
  - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
  - TAESS00001 Assessor Skill Set or its successor.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBPRO401 Develop product knowledge 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 develop product knowledge in preparation for the sales process.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

#### Unit Sector

Industry Capability – Product Skills and Advice

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBPRO401 Develop product knowledge

#### 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 valid and reliable sources to gather information about the organisation's products and competitors' products</li><li>• determine buyer needs and present key features and benefits of product to match needs, in accordance with organisational and legislative obligations</li><li>• compare competitors' products with own organisation's products and communicate differences to buyer.</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 sources of information for own organisation's products and competitors' products</li><li>• explain why it is important to discuss features, benefits, strengths and weaknesses when describing products</li><li>• summarise industry competitors, including products offered and potential buyer markets</li><li>• outline organisational policies and procedures, relevant to the sales process</li><li>• outline the key provisions of relevant legislation, regulations, standards and codes of practice that are relevant to the sales process.</li></ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBPRO401 Develop product knowledge*. 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: Acquire knowledge of products in a specified area	
<b>Suggested time allocation:</b> <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–18
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBPRO401 Develop product knowledge</i> , Release 1 Topic 1: Acquire knowledge of products in a specified area	<ul style="list-style-type: none"> <li>Sales terms</li> <li>EFTPOS</li> <li>Financial transaction</li> <li>Internal and external customers</li> <li>Product knowledge</li> <li>Personal networks</li> <li>Hard- and soft-copy information</li> <li>Reliability and validity</li> <li>Target market</li> <li>Product features</li> <li>USP</li> <li>Product specifications</li> <li>Branding</li> <li>Guarantees and warranties</li> <li>Australian Consumer Law</li> <li><i>Competition and Consumer Act 2010</i> (Cth)</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>BSBPRO401 Develop product knowledge</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>	

## 3.3 Learning mapping

*BSBPRO401 Develop product knowledge, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Acquire knowledge of products in a specified area</b>			
1.1 Identify information sources about products in a specified area and evaluate them for reliability and validity	1A Identify and evaluate product information sources	1	LC 1: Part A 1, 2 Part B 1
1.2 Identify product purpose/s and use/s	1B Identify product purpose and use	2	LC 1: Part A 3, 5, 6, 7 Part B 1
1.3 Identify key features of the product/s	1C Identify key features of the product	3	LC 1: Part A 3, 5, 6, 7 Part B 1
1.4 Identify product strengths and weaknesses	1D Identify product strengths and weaknesses	4	LC 1: Part A 4, 6 Part B 2
1.5 Articulate guarantees and warranties and identify service support details	1E Explain guarantees, warranties and service support	5	LC 1: Part B 1
<b>Element 2: Convert product knowledge into benefits</b>			
2.1 Identify features of the product which have potential buyer appeal	2A Align product features with benefits that have buyer appeal	6	LC 2: Part A 1, 2 Part B 1

## 4.2 Assessment procedures

### Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.



## 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: Developing product knowledge 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: Developing product knowledge 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

*BSBPRO401 Develop product knowledge, 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: Acquire knowledge of products in a specified area</b>					
1.1 Identify information sources about products in a specified area and evaluate them for reliability and validity	Q1, Q2				
1.2 Identify product purpose/s and use/s		P1	P1		
1.3 Identify key features of the product/s		P2	P2		
1.4 Identify product strengths and weaknesses		P3	P3		
1.5 Articulate guarantees and warranties and identify service support details		P4, P5	P4, P5		
<b>Element 2: Convert product knowledge into benefits</b>					
2.1 Identify features of the product which have potential buyer appeal		P6	P6		
2.2 Present features of the product which have buyer appeal as benefits to the buyer		P7	P7		
2.3 Present product benefits within the context of organisational requirements and legislation	Q6				

## 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:	BSBPRO401 Develop product knowledge, 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: Developing product knowledge at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Developing product knowledge at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	