

Unit mapping

KQ: Knowledge questions

PA: Practical assessment – Task (T), Workplace Skills (WS)

S: Simulations

KQ

PA

S

Elements and performance criteria

E 1 Develop quality customer service practices

PC 1.1	Obtain information on customer needs, expectations and satisfaction levels using both formal and informal research	Q 1.1	T 1a-i	S1
PC 1.2	Provide opportunities for customers and staff to give feedback on products and services	Q 1.2	T 1b	S1
PC 1.3	Review changes in internal and external environments and integrate findings into planning for quality service	Q 1.3 Q 1.4 Q 1.5	T 2a-e	S1
PC 1.4	Provide opportunities for staff to participate in development of customer service practices	Q 1.6	T 3c	
PC 1.5	Develop policies and procedures for quality service provision	Q 1.7 Q 1.8 Q 1.9	T 3a-g	S1

E 2 Manage delivery of quality service

PC 2.1	Communicate policies, procedures and expectations to staff	Q 2.1	T 4c	S2
PC 2.2	Make policies readily available to customers and staff	Q 2.2	T 3g	
PC 2.3	Monitor customer service in the workplace to ensure standards are met	Q 2.3	T 4e	
PC 2.4	Initiate staff training to enhance customer service	Q 2.4a Q 2.4b Q 2.4c	T 4d	S2
PC 2.5	Take responsibility for service outcomes and dispute resolution	Q 2.5 Q 2.6	T 4g	S2
PC 2.6	Act as a positive role model for professional standards expected of service industry personnel	Q 2.7 Q 2.8 Q 2.9	T 4f	

E 3 Monitor and adjust customer service

PC 3.1	Seek ongoing feedback from staff and customers to improve performance	Q 3.1 Q 3.2	T 5d-e	S2
PC 3.2	Assess effectiveness of customer service practices	Q 3.3	T 6a-g	
PC 3.3	Identify systemic customer service problems and adjust policies and procedures to improve service quality	Q 3.4	T 7a-b T 9a-f	
PC 3.4	Develop, document and communicate new approaches to customer service to staff involved in service delivery	Q 3.5 Q 3.6	T 9a-f T 10a-e	

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KE 1	Principles of quality customer service	Q 1.7	T 3b	S1
KE 2	Professional service standards for service industry personnel	Q 2.7	T 3e	S1
KE 3	Attitudes and attributes expected by the service industries to work with customers	Q 2.8	WS 2	
KE 4	Roles and responsibilities of management, supervisors and operational personnel in providing quality service	Q 1.8	T3f	S1
KE 5	Sources of information on current service trends and changes that affect service delivery	Q 1.3	T2b	S1
KE 6	Internal and external environmental changes and their effect on planning for quality customer service: <ul style="list-style-type: none"> ▪ changes in the competitive environment ▪ economic climate ▪ introduction of new technologies or equipment ▪ management changes and organisational restructures ▪ recruitment practices ▪ trends in customer service preferences 	Q 1.4	T2c	
KE 7	Methods of formal and informal customer research: <ul style="list-style-type: none"> ▪ analysis of competitive environment and industry service trends ▪ customer service surveys ▪ customer focus groups ▪ qualitative or quantitative research ▪ seeking feedback from service delivery colleagues ▪ questioning customers 	Q 1.1	T 1c	S1
		Q 1.1	T 1d	S1
		Q 1.1	T 1e	S1
		Q 1.1	T 1f	S1
		Q 1.1	T 1g	S1
		Q 1.1	T 1h	S1
KE 8	Methods of implementing quality service provision: <ul style="list-style-type: none"> ▪ developing, implementing and monitoring customer service policies and procedures ▪ involving staff in the development of customer service practices ▪ evaluating staff and customer feedback 	Q 1.9 Q 2.3 Q 3.3	T 3a-g T 4a-g T 5a-f	S1
		Q 1.6	T 3c	
		Q 3.2	T 6a	

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KE 9	Methods of assessing the effectiveness of customer service practices:			
	examining overall business performance	Q 3.3	T 5a	
	<ul style="list-style-type: none"> ▪ monitoring the ongoing effectiveness of: <ul style="list-style-type: none"> – staff in meeting customer service standards – policies and procedures in explaining practices 	Q 3.3	T 5b	
	<ul style="list-style-type: none"> ▪ reviewing numbers and nature of: <ul style="list-style-type: none"> – complaints – disputes – responses of customers 	Q 3.3	T 5c	
	<ul style="list-style-type: none"> ▪ reviewing customer satisfaction survey statistics 	Q 3.3	T5f	
KE 10	Methods of obtaining feedback from customers:			
	<ul style="list-style-type: none"> ▪ customer service discussions with employees 	Q 3.1	T 5e	
	<ul style="list-style-type: none"> ▪ discussions with customers 	Q 3.1	T 5d	
	<ul style="list-style-type: none"> ▪ formal customer interviews 	Q 3.1	T 5d	
	<ul style="list-style-type: none"> ▪ regular staff meetings that involve customer service discussions 	Q 3.1	T 5e	
	<ul style="list-style-type: none"> ▪ seeking staff suggestions for content of customer service policies and procedures 	Q 3.1	T 5e	
	<ul style="list-style-type: none"> ▪ surveys of internal customers, external customers and staff 	Q 3.1	T 5d-e	
	<ul style="list-style-type: none"> ▪ improvements suggested by: <ul style="list-style-type: none"> – customers involved in complaints or disputes – suppliers, staff, supervisors and managers 	Q 3.1	T 5d	
		Q 3.1	T 5e	
KE 11	Industry schemes, accreditation schemes and codes of conduct aimed at improving customer service	Q 4.1		

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KE 12	Areas where organisational policies and procedures assist in ensuring quality customer service:			
	▪ acknowledging and greeting customers	Q 2.9		
	▪ complaint and dispute management	Q 2.6		
	▪ authority for different level personnel to resolve complaints, disputes, service issues and customer compensation	Q 2.6		
	▪ loyalty programs	Q 4.2		
	▪ presentation standards for customer environment and customer service personnel	Q 2.9		
	▪ pricing and service guarantees	Q 4.2		
	▪ product quality	Q 4.2		
	▪ refunds and cancellation fees	Q 4.2		
	▪ response times	Q 2.9		
	▪ staff training	Q 2.4b		
KE 13	Objectives, components and comprehensive details of consumer protection laws that relate to customer service and; the business' responsibility for:	Q 4.3 Q 4.4		
	▪ nominating and charging cancellation fees	Q 4.4		
	▪ providing information on potential price increases	Q 4.4		
	▪ providing refunds	Q 4.4		
	▪ supplying products as described or substituting suitable products when unable	Q 4.4		
	▪ formats for and content of policies and procedures	Q 4.4		

Performance evidence

PE 1	Research and develop customer service policies and procedures for at least three different areas of the business that meet industry standards	T 1a-i T 2a-e T 3a-g	S1
PE 2	Implement and monitor practices for quality customer service in line with above policies and procedures over four service periods	T 4a-g T 5a-f T 11	S2
PE 3	Evaluate above practices for quality service provision and identify any failings	T 6a-g T 7a-b	
PE 4	Review above policies and procedures, adjust as necessary, and communicate new practices to staff	T 8a-e T 9a-f T 10a-e	

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FS 1	Reading skills to:		
	<ul style="list-style-type: none">interpret customer service surveys and unfamiliar complex documents on current industry trends and changes that affect service delivery	T 2c	
	<ul style="list-style-type: none">research customer service requirements	T 1a-i T 2a-e	
FS 2	Writing skills to:	T 3d	S1
	<ul style="list-style-type: none">produce comprehensive yet easily accessible policies and procedures that provide service expectations		
FS 3	Oral communication skills to:	T 1i	
	<ul style="list-style-type: none">discuss customer service needs with staff and customers		
FS 4	Numeracy skills to:	T 5f	
	<ul style="list-style-type: none">calculate and interpret customer satisfaction statistics and business performance data		
FS 5	Learning skills to:	WS 3	
	<ul style="list-style-type: none">contribute to change management in workplace customer service		
FS 6	Problem-solving skills to:	T 6b	
	<ul style="list-style-type: none">allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design tailored customer service practices		
FS 7	Planning and organising skills to:	WS 1	
	<ul style="list-style-type: none">plan for, establish and regularly monitor all components of the customer service system		
FS 8	Self-management skills to:	T 4g	
	<ul style="list-style-type: none">take responsibility for customer service outcomes		
FS 9	Technology skills to:	T 5f	
	<ul style="list-style-type: none">use software to analyse customer satisfaction data		

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
 - project
 - practical assessment
-

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for individual needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge. Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace or as simulations. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.
