

<b>Training Package</b>	Electrotechnology (UEE07)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Deliver a service to customers</b>		<b>HSC Indicative Hours</b>
<b>Unit code</b>	<b>UEENEEC010B</b>	<b>Competency field</b>	<b>Commercial</b>
			<b>10</b>

<b>Unit descriptor</b>	This unit covers the interacting with customers to identify and meet their service needs. It encompasses following community and enterprise policies and standards, identifying customer needs, identifying and resolving problems/issues and maintaining product/service quality.
<b>Application of the unit</b>	This unit is intended for competency development entry-level employment-based programs incorporated in approved contracts of training.
<b>Employability skills</b>	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skills requirements.
<b>Prerequisite unit(s)</b>	<p><b>Competencies</b></p> <p>There are no prerequisite competencies for this unit.</p>
	<p><b>Literacy and numeracy skills</b></p> <p>Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in <i>Appendix 1</i> of this Syllabus.</p> <p>Reading    3                      Writing    3                      Numeracy    3</p>
<b>Licence to practise</b>	The skills and knowledge described in this unit do not require a licence to practise in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Required Skills and Knowledge	HSC Requirements and Advice
<p>This describes the essential skills and knowledge and their level <b>required</b> for this unit.</p> <p>Evidence must show that knowledge has been acquired of safe working practices and delivering a service to customers.</p> <p>All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.</p> <p>The extent of the essential knowledge and associated skills (EKAS) required is given in <i>Appendix 2</i> of this Syllabus. It forms an integral part of this unit.</p> <p>2.2.1 Enterprise communication methods</p> <p>2.2.2 Enterprise work activities records</p> <p>2.2.4 Problem solving techniques</p> <p>2.2.5 Enterprise customer relations protocols</p> <p>2.2.6 Enterprise quality management systems, basics</p> <p>2.2.13 User instruction techniques</p> <p>2.18.1 Occupational Health and Safety principles.</p>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• appropriate personnel</li> <li>• communication methods</li> <li>• completing work tasks</li> <li>• compliance test/checks</li> <li>• customer enquiries and requests</li> <li>• customer interaction and service</li> <li>• customer preferences, needs and expectations</li> <li>• customer referrals</li> <li>• effective interpersonal skills</li> <li>• electrotechnology work environment</li> <li>• establishing good work habits</li> <li>• follow-up and feedback</li> <li>• handling complaints and difficult customers</li> <li>• hazard identification and risk control</li> <li>• internal and external customers</li> <li>• lines of reporting and communication</li> <li>• OHS policy and procedures</li> <li>• open, closed and reflective questions</li> <li>• personal attributes</li> <li>• personal presentation standards</li> <li>• problem-solving</li> <li>• quality assurance</li> <li>• quality system procedures</li> <li>• reporting and recording</li> <li>• safe work practices and procedures</li> <li>• scope of responsibility</li> <li>• seeking assistance</li> <li>• service quality</li> <li>• verbal, non-verbal and written communication</li> <li>• work records</li> <li>• working safely with electricity</li> <li>• workplace/enterprise policy and procedures</li> <li>• workplace/enterprise products and services.</li> </ul>

## Evidence Guide

This provides essential advice for assessment of the unit. It must be read in conjunction with the Performance Criteria and the Range Statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of assessment	Critical aspects of evidence required to demonstrate competency in this unit
<p>Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.</p> <p>Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.</p> <p>The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgement.</p> <p>Activities associated with normal everyday work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.</p>	<p>Before the critical aspects of evidence are considered all prerequisites must be met.</p> <p>Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines – UEE07'. Evidence shall also comprise:</p> <ul style="list-style-type: none"> <li>• a representative body of performance criteria demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to: <ul style="list-style-type: none"> <li>- implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement</li> <li>- apply sustainable energy principles and practices as specified in the performance criteria and Range Statement</li> <li>- demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.</li> <li>- demonstrate an appropriate level of skills enabling employment</li> <li>- conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures</li> </ul> </li> <li>• demonstrated consistent performance across a representative range of contexts from the prescribed items below: <ul style="list-style-type: none"> <li>- deliver a service to customers as described in the range statement including: <ul style="list-style-type: none"> <li>▪ interacting with customers appropriately</li> <li>▪ identifying customer needs accurately</li> <li>▪ identifying and resolving customer issues promptly and amicably</li> <li>▪ delivering a service</li> <li>▪ reflecting on the completed service positively</li> <li>▪ dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.</li> </ul> </li> </ul> </li> </ul>

### Evidence Guide cont/d

Context of and specific resources for assessment	Method of assessment	Concurrent assessment and relationship with other units
<p>This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>• OHS policy and work procedures and instructions</li> <li>• suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit.</li> </ul> <p>These should be used in the formal learning/assessment environment.</p> <p>Note: Where simulation is considered a suitable strategy for assessment, it must ensure that conditions for assessment are authentic and as far as possible reproduce and replicate the workplace and is consistent with the approved industry simulation policy.</p> <p>The resources used for assessment should reflect current industry practices in relation to delivering a service to customers.</p>	<p>This unit shall be assessed by methods given in <i>Appendix 3</i> of this Syllabus.</p> <p>Note: Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.</p>	<p>For optimisation of training and assessment effort, competence in this unit may be assessed concurrently with any unit or units that require formal documentation.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Interact with customers	1.1 Communication with customers is conducted in a professional and courteous manner according to established procedures.	<p>This relates to the unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.</p> <p>This unit must be demonstrated by delivering a service to customers in any of the electrotechnology disciplines.</p> <p>Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in <i>Appendix 4</i> of this Syllabus.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Importance of communication in an electrotechnology work environment.</p> <p>Types of communication:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• written.</li> </ul> <p>Types of customers including:</p> <ul style="list-style-type: none"> <li>• internal <ul style="list-style-type: none"> <li>- workmates/colleagues/employees/managers</li> <li>- departments</li> </ul> </li> <li>• external.</li> </ul> <p>A knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace/enterprise policy and procedures in relation to establishing contact with customers</li> <li>• industry codes of practice in relation to quality customer service.</li> </ul> <p>The importance of the following to verbal communication:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone</li> <li>• active listening</li> <li>• asking questions or rephrasing to clarify or confirm understanding.</li> </ul> <p>The importance of communicating in a language that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• directive</li> <li>• purposeful</li> <li>• correct</li> <li>• courteous</li> <li>• culturally sensitive.</li> </ul> <p>An awareness of the importance of following workplace/enterprise set routines and procedures.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.2 Customer enquiries are responded to promptly and politely and in accordance with established procedures.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Benefits of good customer service including:</p> <ul style="list-style-type: none"> <li>• promoting goodwill</li> <li>• client loyalty/repeat business</li> <li>• new business</li> <li>• productivity</li> <li>• credibility</li> <li>• promoting workplace/enterprise ethic.</li> </ul> <p>An awareness of factors customers expect in good service including:</p> <ul style="list-style-type: none"> <li>• individualised attention</li> <li>• price</li> <li>• quality</li> <li>• product knowledge</li> <li>• presentation (dress)</li> <li>• polite and courteous service</li> <li>• efficiency</li> <li>• consistency.</li> </ul> <p>Establishing good customer service including:</p> <ul style="list-style-type: none"> <li>• have knowledge of workplace/enterprise policies</li> <li>• use language that is targeted to the specific customer</li> <li>• present a friendly and courteous manner</li> <li>• use positive gestures and body language</li> <li>• ensure prompt response to enquiry/request</li> <li>• adopt a solutions-oriented approach</li> <li>• follow-up to maximise customer satisfaction.</li> </ul> <p>Establishing good work habits through knowledge of the workplace/enterprise including:</p> <ul style="list-style-type: none"> <li>• product range and service(s) offered</li> <li>• location of other workplaces/branches/stores (if applicable)</li> <li>• client base</li> <li>• greeting, closing and farewelling procedures/techniques</li> <li>• client interaction protocols</li> <li>• enquiry/request records and tracking</li> <li>• enquiry/request procedures.</li> </ul>

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	<p>1.3 Personal dress and presentation is maintained in line with established procedures.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Personal presentation standards required in the workplace/enterprise including:</p> <ul style="list-style-type: none"> <li>• attention to grooming</li> <li>• absence of unpleasant body odour</li> <li>• good oral hygiene</li> <li>• correct posture</li> <li>• attention to personal hygiene</li> <li>• clean uniform</li> <li>• positive and friendly attitude.</li> </ul> <p>Workplace/enterprise policy and procedures for:</p> <ul style="list-style-type: none"> <li>• personal dress and presentation</li> <li>• personal hygiene</li> <li>• code of conduct.</li> </ul> <p>Dress standards, uniform care and maintenance.</p> <p>An awareness of the extent to which personal presentation standards are influenced by workplace/enterprise:</p> <ul style="list-style-type: none"> <li>• work location</li> <li>• job function</li> <li>• OHS issues</li> <li>• customer expectations of personal presentation standards.</li> </ul>
	<p>1.4 Appropriate interpersonal skills are used to facilitate accurate and relevant exchange of information.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Personal attributes that will assist employees to be responsive to customer needs including:</p> <ul style="list-style-type: none"> <li>• sincerity</li> <li>• confidence</li> <li>• enthusiasm</li> <li>• efficiency</li> <li>• empathy</li> <li>• interest in other people.</li> </ul> <p>An awareness of effective interpersonal skills including:</p> <ul style="list-style-type: none"> <li>• effective communication skills</li> <li>• correct use of terminology and jargon</li> <li>• giving and receiving feedback</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• checking and clarifying task-related information</li> <li>• interpreting instructions</li> <li>• use of verbal and non-verbal modes/methods of communication</li> <li>• identifying and resolving communication breakdowns and barriers.</li> <li>• conflict resolution techniques.</li> </ul>
2 Identify customer needs	2.1 Customer needs are assessed so that priorities for service delivery can be identified in accordance with established procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the difference between preferences, needs and expectations.</p> <p>An understanding of the differing needs of internal and external customers.</p> <p>A range of customers with different needs, preferences and expectations.</p>
	2.2 Appropriate questioning and active listening are used to determine customer needs.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Establishing customer preferences, needs and expectations through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• using open, closed and reflective questions</li> <li>• observation and recognition of non-verbal signs.</li> </ul>
	2.3 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace/enterprise product and service range</li> <li>• products and services available in different departments/sections of the workplace/enterprise and their location.</li> </ul>
	2.4 Personal limitations in addressing customer needs are identified and where appropriate assistance is sought from appropriate personnel.		<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p> <p>How and when to seek assistance.</p> <p>Appropriate personnel including:</p> <ul style="list-style-type: none"> <li>• colleague</li> <li>• supervisor/team leader</li> <li>• manager</li> <li>• manufacturer/supplier.</li> </ul> <p>Awareness of the following to enable customer referral:</p> <ul style="list-style-type: none"> <li>• scope of responsibility and allocated duties/area of expertise of other staff</li> <li>• product(s) and service(s) provided in other areas/ sections/departments of the workplace/enterprise.</li> </ul>
3 Deliver a service to customers	3.1 Prompt customer service is provided to meet identified needs in accordance with established procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the relationship between customer service and business success.</p> <p>Effective responses to a range of customer enquiries and requests.</p> <p>An understanding of instructing users in the use of specific items of equipment and systems appropriate to the work context/discipline including:</p> <ul style="list-style-type: none"> <li>• methods for evaluating user needs</li> <li>• basic instruction methods</li> <li>• methods for evaluating user's ability to use equipment and system correctly.</li> </ul>
	3.2 Service provided follows OHS policies and procedures and work is appropriately sequenced in accordance with requirements.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic understanding of occupational health and safety (OHS) legislation.</p> <p>An awareness of safe work practices and procedures for a workplace within the electrotechnology industry.</p> <p>Hazard identification and risk control.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Working safely with electricity.</p> <p>Completion of work tasks including:</p> <ul style="list-style-type: none"> <li>• adhere to safety procedures (including personal protective equipment [PPE] and other dress requirements)</li> <li>• follow directions from supervisor</li> <li>• maintain personal presentation standards</li> <li>• adhere to workplace/enterprise policies</li> <li>• maintain personal work space</li> <li>• contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required</li> <li>• check that required materials and equipment are available and meet requirements of the task</li> <li>• seek advice/obtain information as required from <ul style="list-style-type: none"> <li>- co-workers and supervisor/manager</li> <li>- suppliers</li> <li>- industry/regulatory bodies.</li> </ul> </li> </ul>
	<p>3.3 Service provided is coordinated effectively with others involved on the work site.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the relationship between individual roles and the role of the team/group and/or others in the workplace/enterprise.</p>
	<p>3.4 Customer complaints are handled sensitively and courteously in accordance with established procedures.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Main types of customer complaints:</p> <ul style="list-style-type: none"> <li>• price</li> <li>• overcharging</li> <li>• value for money</li> <li>• poor or inconsistent service</li> <li>• product.</li> </ul> <p>Skills required including:</p> <ul style="list-style-type: none"> <li>• problem-solving <ul style="list-style-type: none"> <li>- identify problem</li> <li>- consider solution, including use of: <ul style="list-style-type: none"> <li>▪ mathematical tools</li> <li>▪ analytical techniques</li> </ul> </li> <li>- corrective action</li> <li>- record</li> <li>- follow-up</li> </ul> </li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>- monitoring: <ul style="list-style-type: none"> <li>▪ identifying components to be measured</li> <li>▪ measurement and monitoring techniques</li> <li>▪ measurement and monitoring tools</li> </ul> </li> <li>• decision-making</li> <li>• negotiating</li> <li>• prioritising.</li> </ul> <p>An awareness of workplace/enterprise complaints-handling policy and procedures.</p> <p>An awareness of the importance of:</p> <ul style="list-style-type: none"> <li>• staff and the customer agreeing on what is to be done in regard to the complaint</li> <li>• implementing solutions within acceptable time frames.</li> </ul> <p>Techniques for handling difficult or abusive customers.</p> <p>How and when to seek assistance for issues that cannot be resolved effectively.</p> <p>Awareness of the scope of responsibility of personnel to enable referral of dissatisfaction/complaint to the most appropriate person.</p> <p>An awareness of the importance of documenting complaints.</p> <p>An awareness of the benefits of following-up with customers post-resolution.</p> <p>Recognition of the value of complaints/customer feedback to the workplace/enterprise including:</p> <ul style="list-style-type: none"> <li>• improving business relationships</li> <li>• identifying and overcoming existing problems</li> <li>• eliminating entrenched work practices</li> <li>• improving productivity</li> <li>• enhancing output quality</li> <li>• future development of the workplace/enterprise and training for employees.</li> </ul>
	3.5 Opportunities to enhance the quality of service and products are identified and taken whenever possible.		<p><b>Learning experiences for the HSC must address:</b></p> <p>How to elicit, interpret and provide feedback.</p>

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4 Evaluate and complete service	4.1 Own work is monitored and adjusted according to requirements for job quality, customer service and efficient resource use.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• use of journal/log book</li> <li>• reflective learning for improvement</li> <li>• performance reviews.</li> </ul>
	4.2 Customer service records are inspected and verified after service is completed to ensure requirements are met.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• the purpose of work records</li> <li>• workplace/enterprise expectations for the maintenance of work records</li> <li>• types of work records               <ul style="list-style-type: none"> <li>- used in an electrotechnology work environment</li> <li>- required by industry regulation(s)</li> </ul> </li> <li>• methods for work records               <ul style="list-style-type: none"> <li>- manual</li> <li>- electronic.</li> </ul> </li> </ul> <p>An awareness of paper-based and electronic means for recording customer details and their requests/enquiries/complaints.</p>
	4.3 Appropriate personnel are notified of the completion of the repair work and details are documented in accordance with established procedures and requirements.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A knowledge of workplace/enterprise practices for reporting and recording:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• verbal/written.</li> </ul> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• legible</li> <li>• accurate</li> <li>• concise</li> <li>• appropriate in terms of industry terminology and abbreviations.</li> </ul>
	4.4 Variations in the quality of service and/or products from required standards are detected and reported in accordance with established procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic overview of the role of employees in quality assurance.</p>

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	<p>4.5 Additional information or follow-up action is completed in line with customer needs.</p>		<p>Acknowledgement of:</p> <ul style="list-style-type: none"> <li>• the importance of <ul style="list-style-type: none"> <li>- workers understanding the quality requirements for their own job</li> <li>- workers checking/clarifying their understanding of work instructions to ensure quality outcomes</li> <li>- using accepted industry workplace techniques/ practices and procedures</li> </ul> </li> <li>• the effects on the workplace/enterprise if workers do not take responsibility for the quality of their own work.</li> </ul> <p>An understanding of quality system procedures as they apply to the individual's own job/task/duties.</p> <p>Knowledge of compliance tests/checks to be undertaken to ensure quality assurance of finished product.</p> <p>Standard operating procedures for non-compliance of work outcome to specifications.</p>