



**Australian Government**

# **SIR07 Retail Services Training Package Header Information (Release 3.0)**

**Release: 3.4**

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## Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release date	Comments
3.3		<p>SIR07 V3.3 replaces the SIR07 V3.2 Retail Services Training Package.</p> <p><b>Skill Sets</b></p> <p>The development of 4 new Community Pharmacy Skill Sets</p> <ul style="list-style-type: none"> <li>• Dispensary</li> <li>• Human Resources Management</li> <li>• Quality</li> <li>• Stock Control</li> </ul>
3.2	21 January 2013	<p>SIR07 V3.2 replaces the SIR07 V3.1 Retail Services Training Package</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Editorial updates</li> <li>• Update to Retail Services Qualification Pathway diagram</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Added BSBLED401A Develop teams and individuals to the Elective units in SIR50112 Diploma of Retail Management</li> <li>• Added SIRCDIS301 Accept prescriptions and return dispensed medicines to customers to the Elective units in SIR40112 Certificate IV in Community Pharmacy</li> </ul> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Amendment to the Range statement for SIRCPPK205 Assist customers seeking to relieve cough and cold symptoms</li> </ul>
3.1	14 August 2012	<p>SIR07 V3.1 replaces the SIR07 V3 Retail Services Training Package.</p> <p><b>Qualifications:</b></p> <p>Updates to imported units and editorial corrections:</p>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>SIR20112 Certificate II in Community Pharmacy</li> <li>SIR30112 Certificate III in Community Pharmacy</li> <li>SIR30412 Certificate III in Business to Business Sales</li> <li>SIR40112 Certificate IV in Community Pharmacy</li> <li>SIR40212 Certificate IV in Retail Management</li> </ul> <p><b>Units:</b></p> <p>Updated the following imported units:</p> <ul style="list-style-type: none"> <li>BSBCCO301B Use multiple information systems</li> <li>BSBCCO304C Provide sales solutions to customers</li> <li>BSBCUS401B Coordinate implementation of customer service strategies</li> <li>BSBWOR301B Organise personal work priorities and development</li> <li>HLTCOM408D Use specific health technology to communicate effectively</li> <li>HLTSL408D Perform home-based assessments for sleep studies</li> </ul> <p>The following imported unit added:</p> <ul style="list-style-type: none"> <li>BSBLED401A Develop teams and individuals</li> </ul> <p><b>Skill Sets:</b></p> <p>The development of 5 new skill sets:</p> <ul style="list-style-type: none"> <li>Coaching and Mentoring</li> <li>Management</li> <li>Marketing</li> <li>Operations</li> <li>Sales</li> </ul>
<b>3</b>	13 June 2012 (Endorsed 29 May, 2012)	<p>SIR07 V3 replaces SIR07 V2 Retail Services Training Package</p> <p><b>SIR07 V2 and SIR07 V3 are the same for retail qualifications and competency standards.</b></p> <p><b>Qualifications</b></p> <p>Updates to the community pharmacy qualifications:</p> <ul style="list-style-type: none"> <li>SIR20112 Certificate II in Community Pharmacy</li> <li>SIR30112 Certificate III in Community Pharmacy</li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>SIR40112 Certificate IV in Community Pharmacy</li> </ul> <p><b>Amendments:</b></p> <ul style="list-style-type: none"> <li>Four community pharmacy management units added to the electives of SIR50112 Diploma of Retail Management</li> </ul> <p><b>Units of Competency</b></p> <ul style="list-style-type: none"> <li>Updates to all existing community pharmacy units</li> <li>15 new community pharmacy units of competency</li> </ul> <p><b>Assessment Guidelines:</b></p> <ul style="list-style-type: none"> <li>Updated to reflect current community pharmacy industry requirements</li> </ul>
2	NA	<p>SIR07 V2 replaces the SIR07 V1.3 Retail Services Training Package</p> <p><b>Qualifications</b></p> <p>Amendments include:</p> <ul style="list-style-type: none"> <li>The review of 6 existing retail qualifications: <ul style="list-style-type: none"> <li>SIR10112 Certificate I in Retail Services</li> <li>SIR20212 Certificate II in Retail Services</li> <li>SIR30212 Certificate III in Retail Operations</li> <li>SIR40212 Certificate IV in Retail Management</li> <li>SIR50112 Diploma of Retail Management</li> <li>SIR50212 Diploma of Visual Merchandising</li> </ul> </li> <li>The development of 4 new qualifications: <ul style="list-style-type: none"> <li>SIR20312 Certificate II in Retail Fast Food</li> <li>SIR30312 Certificate III in Retail Supervision</li> <li>SIR30412 Certificate III in Business to Business Sales</li> <li>SIR80112 Vocational Graduate Certificate in Retail Leadership</li> </ul> </li> <li>The removal of the following Community Pharmacy qualifications: <ul style="list-style-type: none"> <li>SIR20107 Certificate II in Community Pharmacy</li> <li>SIR30107 Certificate III in Community Pharmacy</li> <li>SIR40107 Certificate IV in Community Pharmacy</li> <li>The removal of the SIR20307 Certificate II and SIR30307 III Certificate III in Wholesale</li> </ul> </li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>• Packaging changes applied to increase flexibility.</li> </ul> <p><b>Units of competency</b></p> <p>SIR07 V2 includes 155 retail services specific units of competency.</p> <p>Amendments include:</p> <ul style="list-style-type: none"> <li>• updating the unit descriptors, application statements, required knowledge and skills and evidence guides for the following units</li> <li>• SIRRFS302 Monitor food safety program</li> <li>• SIRRMER405 Produce visual merchandising signs</li> <li>• SIRRMER406 Design, construct and maintain props</li> <li>• SIRRMER407 Design merchandisers</li> <li>• SIRRMER508 Produce retail visual illustrations</li> <li>• SIRRMER509 Manufacture visual merchandising signage and support structures</li> <li>• SIRRMER511 Plan, organise and maintain display lighting</li> <li>• SIRRMER512 Produce perspective drawings, plans and elevations</li> <li>• SIRRMER513 Develop concept visuals</li> <li>• SIRRMER514 Design and produce store plans and floor layouts</li> <li>• SIRRMER515 Manage visual merchandising projects</li> <li>• SIRRMER516 Style merchandise for photography</li> <li>• SIRRMER517 Develop and apply strategies for merchandising and corporate presentations</li> <li>• SIRRMER518 Present design concepts</li> <li>• SIRRMER519 Design and produce merchandising and in-store presentations</li> <li>• SIRRPRK214 Recommend specialised products and services</li> <li>• SIRWINV301 Administer supply to a business</li> <li>• SIRWINV302 Monitor inventory capacity to meet demand</li> <li>• SIRWSLS301 Build sales relationships</li> <li>• SIRWSLS302 Process product and service data</li> <li>• SIRWSLS303 Analyse and achieve sales targets</li> <li>• SIRWSLS304 Build sales of branded products</li> <li>• SIRWSLS305 Optimise customer and territory coverage</li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>• SIRXCCS201 Apply point-of sale handling procedures</li> <li>• SIRXCCS202 Interact with customers</li> <li>• SIRXCCS304 Coordinate interaction with customers</li> <li>• SIRXCCS305 Maintain business-to-business relationships</li> <li>• SIRXCCS407 Develop business-to-business relationships</li> <li>• SIRXCCS509 Manage business customers</li> <li>• SIRXCLM101 Organise and maintain work areas</li> <li>• SIRXCLM402 Manage store facilities</li> <li>• SIRXCOM101 Communicate in the workplace to support team and customer outcomes</li> <li>• SIRXFIN201 Balance and secure point-of-sale terminal</li> <li>• SIRXGLC401 Monitor compliance with the legislative requirements for establishing a retail business</li> <li>• SIRXGLC502 Establish business legal and legislative requirements</li> <li>• SIRXICT303 Operate retail information technology systems</li> <li>• SIRXICT404 Adopt mobile commerce applications to improve sales and service</li> <li>• SIRXIND101 Work effectively in a customer service environment</li> <li>• SIRXMER201 Merchandise products</li> <li>• SIRXMER202 Plan, create and maintain displays</li> <li>• SIRXMER303 Coordinate merchandise presentation</li> <li>• SIRXMER304 Present products</li> <li>• SIRXMER405 Manage store presentation and pricing</li> <li>• SIRXMER406 Monitor in-store visual merchandising displays</li> <li>• SIRXMER407 Plan and build visual presentations for a range of merchandise categories</li> <li>• SIRXMGT507 Manage staff through change</li> <li>• SIRXPRO401 Maximise sales of branded products and services</li> <li>• SIRXPRO504 Maximise product sales and market share</li> <li>• SIRXRSK201 Minimise loss</li> <li>• SIRXRSK404 Control store security</li> <li>• SIRXSLS201 Sell products and services</li> <li>• SIRXSLS303 Build relationships with customers</li> <li>• SIRXSLS304 Coordinate sales performance</li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>• SIRXSLS406 Manage sales and service delivery</li> <li>• SIRXSLS410 Lead a sales representatives team</li> <li>• SIRXWHS101 Apply safe work practices</li> <li>• SIRXWHS302 Maintain store safety</li> <li>• SIRXWHS403 Provide a safe work environment</li> <li>• reducing the number of prerequisites and removing co requisites <ul style="list-style-type: none"> <li>• developing the following new units of competency</li> </ul> </li> <li>• SIRXCCS203 Promote loyalty programs</li> <li>• SIRXCCS406 Provide customer service for high value and complex sales</li> <li>• SIRXCCS408 Build retail relationships and sustain customer loyalty</li> <li>• SIRXCOM202 Communicate with customers using technologies</li> <li>• SIRXIND102 Plan a career in the retail industry</li> <li>• SIRXINV407 Manage suppliers</li> <li>• SIRXINV404 Manage retail merchandise</li> <li>• SIRXMGT508 Plan and prepare for business sustainability</li> <li>• SIRXMGT509 Manage diversity within the business</li> <li>• SIRXSLS405 Coordinate a retail operation during economic downturns</li> <li>• SIRXSRM801 Lead the organisation through change</li> <li>• SIRXSRM802 Lead the development of business opportunities</li> <li>• SIRXSRM803 Lead and develop staff</li> <li>• SIRXSRM804 Continuously improve operational retail processes</li> <li>• SIRXSRM805 Lead the strategic planning process in a service environment</li> <li>• SIRXSRM806 Manage and transform sales and service programs</li> <li>• SIRXSRM807 Lead the development of a visual merchandising strategy</li> <li>• SIRXSRM808 Plan and manage complex retail projects</li> <li>• SIRXSRM809 Manage retail operations in a region or area</li> <li>• deleting the following retail units of competency: <ul style="list-style-type: none"> <li>• SIRRIND001A Work effectively as a visual</li> </ul> </li> </ul>



Version	Release date	Comments
		<p>merchandiser</p> <ul style="list-style-type: none"> <li>• SIRXGLC003A Comply with legislative requirements affecting business activities</li> <li>• SIRWIND001A Confirm wholesale business practices</li> <li>• SIRWINV001A Process purchases</li> <li>• deleting the following 29 community pharmacy units of competency: <ul style="list-style-type: none"> <li>• SIRPDIS001A Accept prescriptions and deliver medicine</li> <li>• SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy</li> <li>• SIRPDIS003A Assist in dispensary operations</li> <li>• SIRPDIS004A Assist in dispensary stock control</li> <li>• SIRPDIS005A Assist in preparing dose administration containers</li> <li>• SIRPDIS006A Assist in preparing extemporaneous prescriptions</li> <li>• SIRPMER001A Market and promote pharmacy products and services area</li> <li>• SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines</li> <li>• SIRPPKS002A Identify, locate and sell products related to allergies</li> <li>• SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products</li> <li>• SIRPPKS004A Identify, locate and sell baby and infant products</li> <li>• SIRPPKS005A Identify, locate and sell cough and cold products</li> <li>• SIRPPKS006A Identify, locate and sell eye, ear and oral care products</li> <li>• SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions</li> <li>• SIRPPKS008A Identify, locate and sell first aid and wound care products</li> <li>• SIRPPKS009A Identify, locate and sell products for skin and fungal conditions</li> <li>• SIRPPKS010A Assist in the management of pharmacy and pharmacist-only medicines</li> <li>• SIRPPKS011A Provide information, products and services on asthma</li> <li>• SIRPPKS012A Provide information, products and</li> </ul> </li> </ul>

Version	Release date	Comments
		<p>services on blood pressure</p> <ul style="list-style-type: none"> <li>• SIRPPKS013A Provide information, products and services on complementary medicine</li> <li>• SIRPPKS014A Provide information, products and services on diabetes</li> <li>• SIRPPKS015A Provide information, products and services on diet, nutrition and weight management</li> <li>• SIRPPKS016A Provide information, products and services to support home health care</li> <li>• SIRPPKS017A Provide information, products and services on pregnancy and maternal health</li> <li>• SIRPPKS018A Provide information, products and services on smoking cessation</li> <li>• SIRPPKS019A Provide information, products and services on women's and men's health</li> <li>• SIRPPKS020A Provide information, products and services on wound care</li> </ul> <ul style="list-style-type: none"> <li>• improving reference to sustainability principles and skills within newly developed and revised units of competency</li> <li>• upgrading 76 units by updating the unit descriptors, application statements, required knowledge and skills and evidence guides. Please note that these units retain the same code as contained in SIR07 V1.3 to comply with the transitional policy on unit coding.</li> <li>• Including new imported units: <ul style="list-style-type: none"> <li>• BSBADM502B Manage meetings</li> <li>• BSBCCO301A Use multiple information systems</li> <li>• BSBCCO304B Provide sales solutions to customers</li> <li>• BSBRES401A Analyse and present research information</li> <li>• BSBCUS401A Coordinate implementation of customer service strategies</li> <li>• BSBFIM501A manage budgets and financial plans</li> <li>• BSBFLM503B Manage effective workplace relationships</li> <li>• BSBFRA501B Establish a franchise operation</li> <li>• BSBFRA502B Manage a franchise operation</li> <li>• BSBFRA503B Manage establishment of new sites or regions</li> <li>• BSBFRA504B Manage relationships with franchisees</li> <li>• BSBFRA505B Manage closure of a franchise</li> <li>• BSBHRM502A Manage human resources management information systems</li> </ul> </li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>• BSBHRM504A Manage workforce planning</li> <li>• BSBHRM506A Manage recruitment selection and induction processes</li> <li>• BSBINM501A Manage an information or knowledge management system</li> <li>• BSBINN201A Contribute to workplace innovation</li> <li>• BSBLED501A Develop a workplace learning environment</li> <li>• BSBMGT502B Manage people performance</li> <li>• BSBMGT515A Manage operational plan</li> <li>• BSBMGT516C Facilitate continuous improvement</li> <li>• BSBMKG501B Identify and evaluate marketing opportunities</li> <li>• BSBMKG502B Establish and adjust the marketing mix</li> <li>• BSBMKG507A Interpret market trends and developments</li> <li>• BSBMKG514A Implement and monitor marketing activities</li> <li>• BSBMKG608A Develop organisational marketing objectives</li> <li>• BSBOHS501B Participate in the coordination and maintenance of a systematic approach in managing OHS</li> <li>• BSBOHS502B Participate in the management of the OHS information and data systems</li> <li>• BSBOHS503B Assist in the design and development of OHS participative arrangements</li> <li>• BSBPUR401B Plan purchasing</li> <li>• BSBPUR402B Negotiate contracts</li> <li>• BSBPUR403B Conduct international purchasing</li> <li>• BSBREL402A Build client relationships and business networks</li> <li>• BSBRES401A Analyse and present research information</li> <li>• BSBSMB401A Establish legal and risk management requirements of small business</li> <li>• BSBSUS501A Develop workplace policy and procedures for sustainability</li> <li>• BSBWOR501B Manage personal work priorities and professional development</li> <li>• BSBWRK509A Manage industrial relations</li> <li>• CUFDIG304A Create visual design components</li> </ul>

Version	Release date	Comments
		<ul style="list-style-type: none"> <li>• CUVPHI302A Capture photographic images</li> <li>• CUVPHI401A Capture images in response to a brief</li> <li>• ICTCC320A Use multiple information systems</li> <li>• ICTCC341A Provide sales solutions to customers</li> <li>• SFDIST202C Retail fresh, frozen and live seafood</li> <li>• SIPCCPM501 Lead and develop pharmacy teams</li> <li>• SIPCCPM502 Manage pharmacy sales and service delivery</li> <li>• SIPCCPM503 Manage pharmacy premises and equipment</li> <li>• SIPCCPM504 Investigate new front-of-pharmacy products and services</li> <li>• SITHCCC001B Organise and prepare food</li> <li>• SITHCCC003B Receive and store kitchen supplies</li> <li>• SITHFAB009A Provide responsible service of alcohol</li> <li>• SITHFAB010C Prepare and serve non-alcoholic beverages</li> <li>• SITHFAB012B Prepare and serve espresso coffee</li> <li>• SITXOHS002A Follow workplace hygiene procedures</li> <li>• TAEASS301A Contribute to assessment</li> <li>• TAEASS401A Plan assessment activities and processes</li> <li>• TAEDEL301A Provide work skills instruction</li> <li>• TAEDEL401A Plan, organise and deliver group-based learning</li> <li>• TAEDEL402A Plan, organise and facilitate learning in the workplace.</li> </ul> <p><b>Assessment guidelines</b></p> <p>The SIR07 V2 Retail Services Training Package includes a minor addition to the assessment guidelines relating to the qualifications and vocational expertise of assessors assessing the newly developed SIR80112 Vocational Graduate Certificate in Retail Leadership.</p>
<b>1.3</b>	<b>December 2010</b>	<p>The selection of imported units for the following qualifications have been broadened to comply with NQC's increased flexibility ruling:</p> <p>SIR30107 Certificate III in Community Pharmacy</p> <p>SIR40107 Certificate IV in Community Pharmacy</p>

Version	Release date	Comments
		SIR50207 Diploma of Visual Merchandising
<b>1.2</b>	<b>June 2010</b>	Qualification rules updated to include the selection of units from accredited courses and other Training Packages as an elective.
<b>1.1</b>	<b>March 2010</b>	Imported units: <ul style="list-style-type: none"> <li>• BSB01 Business Services Training Package replaced by updated versions from BSB07 Business Services Training Package.</li> <li>• THH02 Hospitality Training Package replaced by updated versions from SIT07 V2 Tourism, Hospitality and Events Training Package.</li> </ul>
<b>1</b>	<b>24 August 2007</b>	Primary release

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## Preliminary Information

### Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

### Check the version number before commencing training or assessment

This Training Package is Version 3.3 – check whether this is the latest version by going to Training.gov.au ([www.training.gov.au](http://www.training.gov.au)) and locating information about the Training Package. Alternatively, contact Service Skills Australia ([www.serviceskills.com.au](http://www.serviceskills.com.au)) to confirm the latest version number.

**Explanation of version number conventions**

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

**Summary of SIR07 V3 Retail Services Training Package****Summary of AQF qualifications in SIR07 V3 Retail Services Training Package**

<b>Code</b>	<b>Title</b>
SIR10112	Certificate I in Retail Services
SIR20112	Certificate II in Community Pharmacy
SIR20212	Certificate II in Retail Services
SIR20312	Certificate II in Retail Fast Food
SIR30112	Certificate III in Community Pharmacy
SIR30212	Certificate III in Retail Operations
SIR30312	Certificate III in Retail Supervision
SIR30412	Certificate III in Business to Business Sales
SIR40112	Certificate IV in Community Pharmacy
SIR40212	Certificate IV in Retail Management
SIR50112	Diploma of Retail Management
SIR50212	Diploma of Visual Merchandising
SIR80112	Vocational Graduate Certificate in Retail Leadership



## Summary of Units of Competency in SIR07 V3 Retail Services Training Package and their Pre-requisite Requirements

Code	Title	Prerequisite
<b>COMMUNITY PHARMACY</b>		
<b>Community Pharmacy Management</b>		
SIRCCPM501	Lead and develop pharmacy teams	Nil
SIRCCPM502	Manage pharmacy sales and service delivery	Nil
SIRCCPM503	Manage pharmacy premises and equipment	Nil
SIRCCPM504	Investigate new front-of-pharmacy products and services	Nil
<b>Dispensary</b>		
SIRCDIS301	Accept prescriptions and return dispensed medicines to customers	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCDIS302	Deliver medicines to customers outside the pharmacy	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCDIS303	Assist in dispensing prescriptions	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines SIRCDIS301 Accept prescriptions and return dispensed medicines to customers
SIRCDIS404	Assist in dispensary stock control	SIRCDIS303 Assist in dispensing prescriptions
SIRCDIS405	Assist in dispensary administration	SIRCDIS303 Assist in dispensing prescriptions
SIRCDIS406	Assist in preparing dose administration aids	SIRCDIS303 Assist in dispensing prescriptions
SIRCDIS407	Assist in preparing extemporaneous	SIRCDIS303 Assist in dispensing

Code	Title	Prerequisite
	prescriptions	prescriptions
SIRCDIS408	Coordinate service to patients in residential care settings	SIRCDIS406 Assist in preparing dose administration aids
<b>Health Care Support</b>		
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines	Nil
SIRCHCS302	Assist in managing Pharmacy Medicines and Pharmacist Only Medicines	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS303	Advise on asthma management	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS304	Advise on smoking cessation	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS305	Advise on continence management	Nil
SIRCHCS306	Advise on complementary medicines	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS407	Test blood pressure and advise on self-monitoring	Nil
SIRCHCS408	Test blood glucose and advise on equipment and services for diabetes management	HLTIN402C Maintain infection control standards in office practice settings SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS409	Advise on diet, nutrition and weight-management products and services	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS410	Advise on pregnancy and maternal health products and services	

Code	Title	Prerequisite
SIRCHCS411	Advise on wound care products and self-care	HLTIN301C Comply with infection control policies and procedures SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS412	Provide Australian Needle and Syringe Program services	Nil
SIRCHCS413	Supply and hire aids and equipment to support home health care	Nil
SIRCHCS414	Support the management of obstructive sleep apnoea	Nil
SIRCHCS415	Coordinate pharmacy health promotions and home medicine reviews	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
<b>Industry</b>		
SIRCIND201	Operate in a community pharmacy framework	Nil
SIRCIND202	Plan a career in community pharmacy	Nil
<b>Merchandising</b>		
SIRCMER401	Market and promote a pharmacy products and services area	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
<b>Pharmacy Product Knowledge</b>		
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK202	Assist customers seeking eye and ear products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK203	Assist customers seeking first aid and wound care products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Code	Title	Prerequisite
SIRCPPK204	Assist customers seeking oral care products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK205	Assist customers seeking to relieve cough and cold symptoms	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK206	Assist customers seeking to relieve skin and fungal conditions	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK207	Supply medical devices	Nil
SIRCPPK308	Assist customers seeking relief from gastro-intestinal conditions	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK309	Assist customers seeking to relieve common allergic symptom reactions	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK310	Assist customers seeking analgesic and anti-inflammatory products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK311	Assist customers seeking baby or infant care medicines and products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK312	Assist customers seeking sexual health medicines and products	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
<b>Quality</b>		
SIRCQUA401	Coordinate a pharmacy quality system	Nil
<b>RETAIL SERVICES</b>		
<b>Administration</b>		
SIRXADM001A	Apply retail office procedures	Nil
SIRXADM002A	Coordinate retail office	Nil
<b>Cleaning and Maintenance</b>		

Code	Title	Prerequisite
SIRXCLM101	Organise and maintain work areas	Nil
SIRXCLM402	Manage store facilities	Nil
<b>Client and Customer Service</b>		
SIRXCCS201	Apply point-of-sale handling procedures	Nil
SIRXCCS202	Interact with customers	Nil
SIRXCCS203	Promote loyalty programs	Nil
SIRXCCS304	Coordinate interaction with customers	Nil
SIRXCCS305	Maintain business to business relationships	Nil
SIRXCCS406	Provide professional customer service for high value and complex sales	Nil
SIRXCCS407	Develop business to business relationship	Nil
SIRXCCS408	Build retail relationships and sustain customer loyalty	Nil
SIRXCCS509	Manage business customers	Nil
<b>Communication</b>		
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	Nil
SIRXCOM202	Communicate with customers using technologies	Nil
<b>Computer Operations and ICT Management</b>		
SIRXICT001A	Operate retail technology	Nil
SIRXICT002A	Use computers as part of business and e-commerce processes	Nil
SIRXICT303	Operate retail information technology systems	Nil

Code	Title	Prerequisite
SIRXICT404	Adopt mobile commerce applications to improve sales and service	Nil
<b>E-business</b>		
SIRXEBS001A	Acquire and retain online customers	Nil
SIRXEBS002A	Manage retail brands online	Nil
SIRXEBS003A	Manage and promote business to business e-commerce solutions	Nil
SIRXEBS004A	Select an e-business model	Nil
<b>Finance</b>		
SIRWFIN001A	Complete debtor processes	Nil
SIRWFIN002A	Manage debtor processes	Nil
SIRXFIN201	Balance and secure point-of-sale terminal	Nil
SIRXFIN002A	Perform retail finance duties	Nil
SIRXFIN003A	Produce financial reports	Nil
SIRXFIN004A	Manage financial resources	Nil
SIRXFIN005A	Manage operations to budget	Nil
SIRXFIN006A	Manage prices	Nil
<b>Food Safety</b>		
SIRRFSA001A	Apply retail food safety practices	Nil
SIRRFSA302	Monitor food safety program	Nil
<b>Governance and Legal Compliance</b>		
SIRXGLC401	Monitor compliance with legislative requirements for the establishment of a retail business	Nil
SIRXGLC502	Establish business legal and legislative requirements	Nil

Code	Title	Prerequisite
<b>Human Resource Management</b>		
SIRXHRM001A	Administer human resources policy	Nil
SIRXHRM002A	Recruit and select personnel	Nil
<b>Industry</b>		
SIRXIND101	Work effectively in a customer service environment	Nil
SIRXIND102	Plan a career in the retail industry	Nil
<b>Inventory</b>		
SIRWINV301	Administer supply to a business	Nil
SIRWINV302	Monitor inventory capacity to meet demand	Nil
SIRXINV001A	Perform stock control procedures	Nil
SIRXINV002A	Maintain and order stock	Nil
SIRXINV003A	Plan inventory levels	Nil
SIRXINV404	Manage retail merchandise	Nil
SIRXINV005A	Control inventory	Nil
SIRXINV006A	Develop purchasing strategies	Nil
SIRXINV407	Manage suppliers	Nil
<b>Management and Leadership</b>		
SIRXMGT001A	Coordinate work teams	Nil
SIRXMGT002A	Maintain employee relations	Nil
SIRXMGT003A	Lead and manage people	Nil
SIRXMGT004A	Analyse and communicate information	Nil
SIRXMGT005A	Set strategic plans	Nil
SIRXMGT006A	Initiate and implement change	Nil

Code	Title	Prerequisite
SIRXMGT507	Manage staff through change	Nil
SIRXMGT508	Plan and prepare for business sustainability	Nil
SIRXMGT509	Manage diversity within the business	Nil
<b>Marketing and Public Relations</b>		
SIRXMPR001A	Profile a retail market	Nil
SIRXMPR002A	Provide marketing and promotion program support	Nil
SIRXMPR003A	Conduct telemarketing	Nil
SIRXMPR004A	Market products	Nil
SIRXMPR005A	Seize a business opportunity	Nil
SIRXMPR006A	Manage promotional activities	Nil
SIRXMPR007A	Devise a strategic marketing plan	Nil
SIRXMPR008A	Implement advertising and promotional activities	Nil
<b>Merchandising</b>		
SIRRMER001A	Merchandise food products	SIRRFSA001A Apply retail food safety practices
SIRRMER002A	Pack and display meat products	SIRRFSA001A Apply retail food safety practices
SIRRMER003A	Prepare and display fast food items	SIRRFSA001A Apply retail food safety practices
SIRRMER004A	Prepare and display bakery products	SIRRFSA001A Apply retail food safety practices
SIRRMER405	Produce visual merchandising signs	Nil
SIRRMER406	Design, construct and maintain props	Nil
SIRRMER407	Design merchandisers	Nil



<b>Code</b>	<b>Title</b>	<b>Prerequisite</b>
SIRRMER508	Produce retail visual illustrations	Nil
SIRRMER509	Manufacture visual merchandising signage and support structures	Nil
SIRRMER510	Produce working drawings	Nil
SIRRMER511	Plan, organise and maintain display lighting	Nil
SIRRMER512	Produce perspective drawings, plans and elevations	Nil
SIRRMER513	Develop concept visuals	Nil
SIRRMER514	Design and produce store plans and floor layouts	Nil
SIRRMER515	Manage visual merchandising projects	Nil
SIRRMER516	Style merchandise for photography	Nil
SIRRMER517	Develop and apply strategies for merchandising and corporate presentations	Nil
SIRRMER518	Present design concepts	Nil
SIRRMER519	Design and produce merchandising and in-store presentations	Nil
SIRXMER201	Merchandise products	Nil
SIRXMER202	Plan, create and maintain displays	Nil
SIRXMER303	Coordinate merchandise presentation	Nil
SIRXMER304	Present products	Nil
SIRXMER405	Manage store presentation and pricing	Nil
SIRXMER406	Monitor in-store visual merchandising display	Nil
SIRXMER407	Plan and build visual presentations for a range of merchandise categories	Nil

Code	Title	Prerequisite
<b>Product Knowledge</b>		
SIRRRPK001A	Advise on food products and services	SIRRFSA001A Apply retail food safety practices
SIRRRPK002A	Advise on meat products	SIRRFSA001A Apply retail food safety practices
SIRRRPK003A	Advise on fast food products	SIRRFSA001A Apply retail food safety practices
SIRRRPK004A	Advise on bakery products	SIRRFSA001A Apply retail food safety practices
SIRRRPK005A	Advise on seafood products	SIRRFSA001A Apply retail food safety practices
SIRRRPK006A	Recommend liquor products	Nil
SIRRRPK007A	Recommend and fit clothing or footwear products and services	Nil
SIRRRPK008A	Recommend jewellery products and services	Nil
SIRRRPK009A	Recommend toddler and baby products	Nil
SIRRRPK010A	Recommend home and home improvement products and services	Nil
SIRRRPK011A	Recommend books or newsagency services	Nil
SIRRRPK012A	Recommend business and leisure products and services	Nil
SIRRRPK013A	Hire and sell video and DVD products and services	Nil
SIRRRPK214	Recommend specialised products and services	Nil
SIRXRPK001A	Recommend health and nutritional products and services	Nil
SIRXRPK002A	Recommend hair, beauty and cosmetic	Nil

Code	Title	Prerequisite
	products and services	
<b>Product Management</b>		
SIRXPRO401	Maximise sales of branded products and services	Nil
SIRXPRO002A	Implement product recalls	Nil
SIRXPRO003A	Review product or service performance	Nil
SIRXPRO504	Maximise product sales and market share	Nil
SIRXPRO005A	Manage distribution processes	Nil
SIRXPRO006A	Forecast product performance	Nil
SIRXPRO007A	Improve supply and distribution chains	Nil
<b>Quality and Innovation</b>		
SIRXQUA001A	Develop innovative ideas at work	Nil
SIRXQUA002A	Lead a team to foster innovation	Nil
SIRXQUA003A	Create an innovative work environment	Nil
SIRXQUA004A	Set up systems that support innovation	Nil
SIRXQUA005A	Maintain operational quality and productivity	Nil
SIRXQUA006A	Benchmark and continuously improve operational quality	Nil
<b>Retail Management</b>		
SIRXSRM801	Lead the organisation through change	Nil
SIRXSRM802	Lead the development of business opportunities	Nil
SIRXSRM803	Lead and develop retail staff	Nil
SIRXSRM804	Continuously improve operational	Nil

Code	Title	Prerequisite
	retail processes	
SIRXSRM805	Lead the strategic planning process in a service environment	Nil
SIRXSRM806	Manage and transform sales and service programs	Nil
SIRXSRM807	Lead the development of a visual merchandising strategy	Nil
SIRXSRM808	Plan and manage complex retail projects	Nil
SIRXSRM809	Manage retail operations in a region or area	Nil
<b>Retail Post</b>		
SIRRPOS001A	Process postal outlet transactions	Nil
SIRRPOS002A	Handle mail received in a retail environment	Nil
SIRRPOS003A	Deliver mail in a retail environment	Nil
SIRRPOS004A	Handle customer interviews and applications	Nil
<b>Risk Management and Security</b>		
SIRXRSK201	Minimise loss	Nil
SIRXRSK002A	Maintain store security	Nil
SIRXRSK003A	Apply store security systems and procedures	Nil
SIRXRSK404	Control store security	Nil
<b>Sales</b>		
SIRWSLS301	Build sales relationships	Nil
SIRWSLS302	Process product and service data	Nil
SIRWSLS303	Analyse and achieve sales targets	Nil

Code	Title	Prerequisite
SIRWSLS304	Build sales of branded products	Nil
SIRWSLS305	Optimise customer and territory coverage	Nil
SIRXSLS201	Sell products and services	Nil
SIRXSLS002A	Advise on products and services	Nil
SIRXSLS303	Build relationships with customers	Nil
SIRXSLS304	Coordinate sales performance	Nil
SIRXSLS405	Coordinate a retail operation during economic downturns	Nil
SIRXSLS406	Manage sales and service delivery	Nil
SIRXSLS007A	Train sales representatives team members	Nil
SIRXSLS008A	Develop a sales strategy	Nil
SIRXSLS009A	Manage sales teams	Nil
SIRXSLS410	Lead a sales representatives team	Nil
<b>Work Health and Safety (WHS)</b>		
SIRXWHS101	Apply safe work practices	Nil
SIRXWHS302	Maintain store safety	Nil
SIRXWHS403	Provide a safe work environment	Nil

**Imported Units of Competency in SIR07 V3 Retail Services Training Package**

<b>Code</b>	<b>Title</b>	<b>Origin</b>
<b>BSB07 Business Services Training Package</b>		
BSBADM502B	Manage meetings	BSB07 Business Services (Version 5.0)
BSBCCO301B	Use multiple information systems	BSB07 Business Services (Version 6.0)
BSBCCO304C	Provide sales solutions to customers	BSB07 Business Services (Version 6.0)
BSBCUS401B	Coordinate the implementation of customer service strategies	BSB07 Business Services (Version 6.0)
BSBDES301A	Explore the use of colour	BSB07 Business Services (Version 5.0)
BSBDES302A	Explore and apply the creative design process to 2D forms	BSB07 Business Services (Version 5.0)
BSBDES303A	Explore and apply the creative design process to 3D forms	BSB07 Business Services (Version 5.0)
BSBDES305A	Source and apply information on the history and theory of design	BSB07 Business Services (Version 5.0)
BSBFIA302A	Process payroll	BSB07 Business Services (Version 5.0)
BSBFIA402A	Report on financial activity	BSB07 Business Services (Version 5.0)
BSBFIM501A	Manage budgets and financial plans	BSB07 Business Services (Version 5.0)
BSBFRA501B	Establish a franchise operation	BSB07 Business Services (Version 5.0)
BSBFRA502B	Manage a franchise operation	BSB07 Business Services (Version 5.0)
BSBFRA503B	Manage establishment of new sites or regions	BSB07 Business Services

Code	Title	Origin
		(Version 5.0)
BSBFRA504B	Manage relationships with franchisees	BSB07 Business Services (Version 5.0)
BSBFRA505B	Manage closure of a franchise	BSB07 Business Services (Version 5.0)
BSBHRM502A	Manage human resource management information systems	BSB07 Business Services (Version 5.0)
BSBHRM504A	Manage workforce planning	BSB07 Business Services (Version 5.0)
BSBHRM506A	Manage recruitment selection and induction processes	BSB07 Business Services (Version 5.0)
BSBINM501A	Manage an information or knowledge management system	BSB07 Business Services (Version 5.0)
BSBINN201A	Contribute to workplace innovation	BSB07 Business Services (Version 5.0)
BSBLED401A	Develop teams and individuals	BSB07 Business Services (Version 5.0)
BSBLED501A	Develop a workplace learning environment	BSB07 Business Services (Version 5.0)
BSBMED301B	Interpret and apply medical terminology appropriately	BSB07 Business Services (Version 5.0)
BSBMGT403A	Implement continuous improvement	BSB07 Business Services (Version 5.0)
BSBMGT405A	Provide personal leadership	BSB07 Business Services (Version 5.0)
BSBMGT502B	Manage people performance	BSB07 Business Services (Version 5.0)
BSBMGT515A	Manage operational plan	BSB07 Business Services (Version 5.0)
BSBMGT516C	Facilitate continuous improvement	BSB07 Business Services (Version 5.0)

<b>Code</b>	<b>Title</b>	<b>Origin</b>
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07 Business Services (Version 5.0)
BSBMKG502B	Establish and adjust the marketing mix	BSB07 Business Services (Version 5.0)
BSBMKG507A	Interpret market trends and development	BSB07 Business Services (Version 5.0)
BSBMKG514A	Implement and monitor marketing activities	BSB07 Business Services (Version 5.0)
BSBMKG608A	Develop organisational marketing objectives	BSB07 Business Services (Version 5.0)
BSBOHS501B	Participate in the coordination and maintenance of a systematic approach to managing OHS	BSB07 Business Services (Version 5.0)
BSBOHS502B	Participate in the management of the OHS information and data systems	BSB07 Business Services (Version 5.0)
BSBOHS503B	Assist in the design and development of OHS	BSB07 Business Services (Version 5.0)
BSBPUR401B	Plan purchasing	BSB07 Business Services (Version 5.0)
BSBPUR402B	Negotiate contracts	BSB07 Business Services (Version 5.0)
BSBPUR403B	Conduct international purchasing	BSB07 Business Services (Version 5.0)
BSBREL402A	Build client relationships and business networks	BSB07 Business Services (Version 5.0)
BSBRES401A	Analyse and present research	BSB07 Business Services (Version 5.0)
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services (Version 5.0)
BSBSMB402A	Plan small business finances	BSB07 Business Services (Version 5.0)
BSBSMB406A	Manage small business finances	BSB07 Business Services



Code	Title	Origin
		(Version 5.0)
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07 Business Services (Version 5.0)
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07 Business Services (Version 5.0)
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services (Version 5.0)
BSBWOR301B	Organise personal work priorities and development	BSB07 Business Services (Version 6.0)
BSBWOR501B	Manage personal work priorities and professional development	BSB07 Business Services (Version 5.0)
BSBWRK509A	Manage industrial relations	BSB07 Business Services (Version 5.0)
<b>CUF07 Screen and Media Training Package</b>		
CUFDIG304A	Create visual design components	CUF07 Screen and Media
<b>CUV11 Visual Arts, Crafts and Design Training Package</b>		
CUVDIG201A	Develop digital imaging skills	CUV11 Visual Arts, Crafts and Design (Version 1.0)
CUVPHI302A	Capture photographic images	CUV11 Visual Arts, Crafts and Design (Version 1.0)
CUVPHI401A	Capture images in response to a brief	CUV11 Visual Arts, Crafts and Design (Version 1.0)
<b>HLT07 Health Training Package</b>		
HLTCOM408D	Use specific health terminology to communicate effectively	HLT07 Health (Version 5.0)
HLTCSD306C	Respond effectively to difficult or challenging behaviour	HLT07 Health (Version 4.0)
HLTHIR403C	Work effectively with culturally diverse clients and co-workers	HLT07 Health (Version 4.0)
HLTHIR404D	Work effectively with Aboriginal and/or	HLT07 Health (Version 4.0)

Code	Title	Origin
	Torres Strait Islander people	
HLTIN301C	Comply with infection control policies and procedures	HLT07 Health (Version 4.0)
HLTIN402C	Maintain infection control standards in office practice settings	HLT07 Health (Version 4.0)
HLTSL408D	Perform home based assessments for sleep studies	HLT07 Health (Version 5.0)
<b>SFI11 Seafood Industry Training Package</b>		
SFIDIST202C	Retail fresh, frozen and live seafood	SFI04 Seafood Industry (Version 1.0)
<b>SIB10 Beauty Training Package</b>		
SIBBFAS201A	Demonstrate retail skin care products	SIB10 Beauty (Version1.2)
SIBBSKS201A	Pierce ears	SIB10 Beauty (Version1.2)
SIBXFAS201A	Design and apply make-up	SIB10 Beauty (Version1.2)
<b>SIT07 Tourism, Hospitality and Events Training Package</b>		
SITHFAB009A	Provide responsible service of alcohol	SIT07 Tourism, Hospitality and Events (Version 2.3)
SITXOHS002A	Follow workplace hygiene procedures	SIT07 Tourism, Hospitality and Events (Version 2.3)
<b>TAE10 Training and Education Training Package</b>		
TAEASS301B	Contribute to assessment	TAE10 Training and Education (Version 2.0)
TAEASS401B	Plan assessment activities and processes	TAE10 Training and Education (Version 2.0)
TAEDEL301A	Provide work skill instruction	TAE10 Training and Education (Version 2.0)
TAEDEL401A	Plan, organise and deliver group-based learning	TAE10 Training and Education (Version 2.0)
TAEDEL402A	Plan, organise and facilitate learning in the	TAE10 Training and

Code	Title	Origin
	workplace	Education (Version 2.0)
TAEDEL404A	Mentor in the workplace	TAE10 Training and Education (Version 2.0)

## Mapping to previous Training Package

### SIR07 Version 3 Qualifications mapping table

SIR07 V2 and SIR07 V3 are the same for retail qualifications and competency standards.

<b>SIR07 V3 Qualification Code and Title</b>	<b>Relates to SIR07 V2 Qualification Code and Title</b>	<b>Nature of Relationship</b> <b>E</b> = equivalent <b>N</b> = not equivalent
SIR20112 Certificate II in Community Pharmacy	SIR20107 Certificate II in Community Pharmacy	<b>E</b> SIR20112 replaces and is equivalent to SIR20107 as the intent of the qualification remains unchanged. The total number of units required to complete this qualification has decreased to 18 units. The number of core units has decreased from 19 to 10. The number of elective units has increased from 3 to 8.
SIR30112 Certificate III in Community Pharmacy	SIR30107 Certificate III in Community Pharmacy	<b>E</b> SIR30112 replaces and is equivalent to SIR30107 as the intent of the qualification remains unchanged. The total number of units required to complete this qualification has decreased from 34 to 26. The number of core units has decreased from 21 to 17. The number of elective units has decreased from 13 to 9.
SIR40112 Certificate IV in Community Pharmacy	SIR40107 Certificate IV in Community Pharmacy	<b>E</b> SIR40112 replaces and is equivalent to SIR40107 as the intent of the qualification remains unchanged. The total number of units required to complete this qualification has

		<p>decreased from 33 to 14.</p> <p>The number of core units has decreased from 22 to 4.</p> <p>The number of elective units has decreased from 11 to 10.</p>
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**SIR07 Version 2 Qualifications mapping table**

**SIR07 V2 and SIR07 V3 are the same for retail qualifications and competency standards.**

<b>SIR07 V2 Qualification code and title</b>	<b>SIR07 V1.3 Qualification code and title</b>	<b>Nature of Relationship</b> <b>E</b> = equivalent <b>N</b> = not equivalent
SIR10112 Certificate I in Retail Services	SIR10107 Certificate I in Retail Services	<b>E</b> SIR10112 replaces, and is equivalent to SIR10107 as the intent of the qualification remains unchanged. The total number of units required complete this qualification remains at 5 units. A more flexible packaging approach has been adopted with 3 core units and the selection of 2 elective units
SIR20212 Certificate II in Retail Services	SIR20207 Certificate II in Retail	<b>E</b> SIR20212 replaces, and is equivalent to SIR20207 as the intent of the qualification remains unchanged. The total number of units required complete this qualification remains at 14 units. The number of core units has decreased from 9 to 8 units. The number of elective units has increased from 5 to 6 units.
SIR20312 Certificate II in Retail Fast Food		<b>N</b> SIR20312 is a new qualification and has been developed to reflect the role of the Retail Fast Food environment. The total number of units required complete this qualification is 14 units. The number of core units - 6 The number of elective units - 8
	SIR20307 Certificate II in Wholesale	<b>N</b> Removed and no equivalence in SIR07 V2

SIR30212 Certificate III in Retail Operations	SIR30207 Certificate III in Retail	<p><b>E</b></p> <p>SIR30212 replaces, and is equivalent to SIR30207 as the intent of the qualification remains unchanged.</p> <p>The total number of units required complete this qualification has increased from 10 to 14 units</p> <p>The number of core units has increased from 3 to 6 units.</p> <p>The number of elective units has increased from 7 to 8 units.</p>
SIR30312 Certificate III in Retail Supervision		<p><b>N</b></p> <p>SIR30312 is a new qualification and has been developed to reflect the role of a retail supervisor.</p> <p>The total number of units required complete this qualification is 12 units.</p> <p>The number of core units - 6</p> <p>The number of elective units - 6</p>
SIR30412 Certificate III in Business to Business Sales		<p><b>N</b></p> <p>SIR40212 is a new qualification and has been developed to reflect the roles within the business to business environment.</p> <p>The total number of units required complete this qualification is 10 units.</p> <p>The number of core units - 5</p> <p>The number of elective units - 6</p>
	SIR30307 Certificate III in Wholesale	<p><b>N</b></p> <p>Removed and no equivalence in SIR07 Version 2</p>
SIR40212 Certificate IV in Retail Management	SIR40207 Certificate IV in Retail Management	<p><b>E</b></p> <p>SIR40212 replaces, and is equivalent to SIR40207 as the intent of the qualification remains unchanged.</p> <p>The total number of units required complete this qualification remains at 10 units.</p> <p>The number of core units remains at 3.</p>

		The number of elective units remains at 7.
SIR50112 Diploma of Retail Management	SIR50107 Diploma of Retail Management	<p><b>E</b></p> <p>SIR50112 replaces, and is equivalent to SIR50107 as the intent of the qualification remains unchanged.</p> <p>The total number of units required complete this qualification remains at 9 units.</p> <p>The number of core units remains at 2.</p> <p>The number of elective units remains at 7.</p>
SIR50212 Diploma of Visual Merchandising	SIR50207 Diploma of Visual Merchandising	<p><b>E</b></p> <p>SIR50212 replaces, and is equivalent to SIR50207 as the intent of the qualification remains unchanged.</p> <p>The total number of units required complete this qualification have decreased from 32 to 23 units.</p> <p>The number of core units has decreased from 26 to 15 units.</p> <p>The number of elective units has increased from 6 to 8 units.</p>
SIR80112 Vocational Graduate Certificate in Retail Leadership		<p><b>N</b></p> <p>SIR80112 is a new qualification and has been developed to reflect the role of the business managers and business owners who provide leadership at the strategic level.</p> <p>The total number of units required complete this qualification is 4.</p>



**SIR07 V3 Units of competency mapping table (Community Pharmacy)**

<b>SIR07 V3 Unit Code and Title</b>	<b>Relates to SIR07 V2 Unit Code and Title</b>	<b>Nature of Relationship</b> E = equivalent N = not equivalent
<b>Community Pharmacy Management</b>		
SIRCCPM501 Lead and develop pharmacy teams		<b>N</b> New unit
SIRCCPM502 Manage pharmacy sales and service delivery		<b>N</b> New unit
SIRCCPM503 Manage pharmacy premises and equipment		<b>N</b> New unit
SIRCCPM504 Investigate new front-of-pharmacy products and services		<b>N</b> New unit
<b>Dispensary</b>		
SIRCDIS301 Accept prescriptions and return dispensed medicines to customers	SIRPDIS001A Accept prescriptions and deliver medicine	<b>E</b> Updated and equivalent to SIRPDIS001A
SIRCDIS302 Deliver medicines to customers outside the pharmacy	SIRPDIS002A Deliver medicines to customers outside the pharmacy	<b>E</b> Updated and equivalent to SIRPDIS002A
SIRCDIS303 Assist in dispensing prescriptions	SIRPDIS003A Assist in dispensary operations	<b>E</b> Updated and equivalent to SIRPDIS003A
SIRCDIS404 Assist in dispensary stock control	SIRPDIS004A Assist in dispensary stock control	<b>E</b> Updated and equivalent to SIRPDIS004A
SIRCDIS405 Assist in dispensary administration		<b>N</b> New unit

SIRCDIS406 Assist in preparing dose administration aids	SIRPDIS005 Assist in preparing dose administration containers	<b>E</b> Updated and equivalent to SIRPDIS005A
SIRCDIS407 Assist in preparing extemporaneous prescriptions	SIRPDIS006A Assist in preparing extemporaneous prescriptions	<b>E</b> Updated and equivalent to SIRPDIS006A
SIRCDIS408 Coordinate service to patients in residential care settings		<b>N</b> New unit
<b>Health Care Support</b>		
SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines	SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines	<b>E</b> New functional area. Unit descriptor expanded to define regulatory environment.  Application statement expanded to define scope and boundaries of pharmacy assistant role.  No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS001A
SIRCHCS302 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines	SIRPPKS010A Assist in the management of pharmacy only and pharmacist-only medicines	<b>E</b> New functional area. Unit descriptor expanded to define regulatory environment.  Application statement expanded to define scope and boundaries of pharmacy assistant role. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS010A
SIRCHCS303 Advise on asthma management	SIRPPKS011A Provide information, products and services on asthma	<b>E</b> New functional area. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS011A
SIRCHCS304 Advise on smoking cessation	SIRPPKS018A Provide information, products and services on smoking	<b>E</b> New functional area. No change to the overall scope or outcomes of the

	cessation	unit. Equivalent to SIRPPKS018A
SIRCHCS305 Advise on continence management		<b>N</b> New unit
SIRCHCS306 Advise on complementary medicines	SIRPPKS013A Provide information, products and services on complementary medicine	<b>E</b> New functional area. Unit descriptor expanded to define regulatory environment.  Application statement expanded to define scope and boundaries of pharmacy assistant role. Content strengthened to better define range of medicines. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS013A
SIRCHCS407 Test blood pressure and advise on self-monitoring	SIRPPKS012A Provide information, products and services on blood pressure	<b>N</b> New functional area. Unit scope and outcomes changed to include performing blood pressure testing
SIRCHCS408 Test blood glucose and advise on equipment and services for diabetes management	SIRPPKS014A Provide information, products and services on diabetes	<b>N</b> New functional area. Unit scope and outcomes changed to include performing blood sugar testing
SIRCHCS409 Advise on diet, nutrition and weight-management products and services	SIRPPKS015A Provide information, products and services on diet, nutrition and weight management	<b>E</b> New functional area. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS015A
SIRCHCS410 Advise on pregnancy and maternal health products and services	SIRPPKS017A Provide information, products and services on pregnancy and maternal health	<b>E</b> New functional area. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS017A
SIRCHCS411 Advise on wound care products and self-care	SIRPPKS020A Provide information, products and services on wound care	<b>E</b> Updated and equivalent to SIRPPKS020A
SIRCHCS412 Provide Australian Needle and Syringe Program services		<b>N</b> New unit

SIRCHCS413 Supply and hire aids and equipment to support home health care	SIRPPKS016A Provide information, products and services to support home health care	<b>E</b> New functional area and unit title. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS016A
SIRCHCS414 Support the management of obstructive sleep apnoea		<b>N</b> New unit
SIRCHCS415 Coordinate pharmacy health promotions and home medicine reviews		<b>N</b> New unit
<b>Industry</b>		
SIRCIND201 Operate in a community pharmacy framework		<b>N</b> New unit
SIRCIND202 Plan a career in community pharmacy		<b>N</b> New unit
<b>Merchandising</b>		
SIRCMER401 Market and promote a pharmacy products and services area	SIRPMER001A Market and promote a pharmacy products and services area	<b>E</b> New functional area. Updated and equivalent to SIRPMER001A
<b>Pharmacy Product Knowledge</b>		
SIRCPPK201 Assist customers seeking commonly requested vitamins, minerals and supplements		<b>N</b> New uni.
SIRCPPK202 Assist customers seeking eye and ear products	SIRPPKS006A Identify, locate and sell eye, ear and oral care products	<b>N</b> New unit. Technical modification of all areas of the unit. Change to scope and outcomes of unit which no longer includes oral care. Covers intent and outcomes of eye and ear care that was previously included in SIRPPKS006A

SIRCPPK203 Assist customers seeking first aid and wound care products	SIRPPKS008A Identify, locate and sell first aid and wound care products	<b>E</b> New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS008A
SIRCPPK204 Assist customers seeking oral care products	SIRPPKS006A Identify, locate and sell eye, ear and oral care products	<b>N</b> New unit. Covers content on oral care that was previously included in SIRPPKS006A.
SIRCPPK205 Assist customers seeking to relieve cough and cold symptoms	SIRPPKS005A Identify, locate and sell cough and cold products	<b>E</b> New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS005A
SIRCPPK206 Assist customers seeking to relieve skin and fungal conditions	SIRPPKS009A Identify, locate and sell products for skin and fungal conditions	<b>E</b> New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS009A
SIRCPPK207 Supply medical devices		<b>N</b> New unit
SIRCPPK308 Assist customers seeking relief from gastro-intestinal conditions	SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions	<b>E</b> New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS007A
SIRCPPK309 Assist customers seeking to relieve common allergic symptom reactions	SIRPPKS001A Identify, locate and sell products related to allergies	<b>E</b> New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS001A
SIRCPPK310 Assist customers seeking	SIRPPKS003A Identify, locate and sell analgesic	<b>E</b> New unit title. Technical

analgesic and anti-inflammatory products	and anti-inflammatory products	modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS003A
SIRCPPK311 Assist customers seeking baby or infant care medicines and products	SIRPPLS004A Identify, locate and sell baby and infant products	<b>E</b> Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit. Equivalent to SIRPPKS004A
SIRCPPK312 Assist customers seeking sexual health medicines and products	SIRPPKS019A Provide information, products and services on women's and men's health	<b>E</b> Confined to sexual health and equivalent to related outcomes in SIRPPKS019A.
<b>Quality</b>		
SIRCQUA401 Coordinate a pharmacy quality system		<b>N</b> New unit



**SIR07 V3 Units of competency mapping table (Retail Services)**

SIR07 V2 and SIR07 V3 are the same for retail qualifications and competency standards.

<b>SIR07 V2 unit code</b>	<b>SIR07 V2 unit title</b>	<b>SIR07 V1.3 unit code and title</b>	<b>Nature of Relationship</b> <b>E = equivalent</b> <b>N = not equivalent</b>
<b>Administration</b>			
SIRXADM001A	Apply retail office procedures	SIRXADM001A Apply retail office procedures	<b>E</b> Editorial updates
SIRXADM002A	Coordinate retail office	SIRXADM002A Coordinate retail office	<b>E</b> Editorial updates
<b>Cleaning and Maintenance</b>			
SIRXCLM101	Organise and maintain work areas	SIRXCLM001A Organise and maintain work areas	<b>N</b> Content and element added addressing handling hazards
SIRXCLM402	Manage store facilities	SIRXCLM002A Manage store facilities	<b>E</b> Updated and equivalent to SIRXCLM002A
<b>Client and Customer Service</b>			
SIRXCCS201	Apply point-of-sale handling procedures	SIRXCCS001A Apply point-of-sale handling procedures	<b>E</b> Updated and equivalent to SIRXCCS001A
SIRXCCS202	Interact with customers	SIRXCCS002A Interact with customers	<b>E</b> Updated and equivalent to SIRXCCS002A
SIRXCCS203	Promote loyalty programs		<b>N</b> New unit- no equivalent in SIR07
SIRXCCS304	Coordinate interaction with	SIRXCCS003A Coordinate interaction	<b>E</b> Updated and equivalent to



	customers	with customers	SIRXCCS003A
SIRXCCS305	Maintain business to business relationships	SIRXCCS006A Maintain business to business relationships	<b>N</b> Content and element added addressing functions to improve business customer outcomes and business relationships
SIRXCCS406	Provide professional customer service for high value and complex sales		<b>N</b> New unit- no equivalent in SIR07
SIRXCCS407	Develop business to business relationship	SIRXCCS004A Develop business to business relationships	<b>E</b> Updated and equivalent to SIRXCCS004A
SIRXCCS408	Build retail relationships and sustain customer loyalty		<b>N</b> New unit- no equivalent in SIR07
SIRXCCS509	Manage business customers	SIRXCCS005A Manage business customers	<b>E</b> Updated and equivalent to SIRXCCS005A
<b>Communication</b>			
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	SIRXCOM001A Communicate in the workplace	<b>N</b> Title change reflects the inclusion of elements and content addressing team work and working with customers and staff from diverse backgrounds.
SIRXCOM202	Communicate with customers using technologies		<b>N</b> New unit- no equivalent in SIR07
<b>Computer Operations and ICT Management</b>			
SIRXICT001A	Operate retail technology	SIRXICT001A Operate retail technology	<b>E</b> Editorial updates

SIRXICT002A	Use computers as part of business and e-commerce processes	SIRXICT002A Use computers as part of business and e-commerce process	<b>E</b> Editorial updates
SIRXICT303	Operate retail information technology systems	SIRXICT003A Operate retail information technology systems	<b>E</b> Updated and equivalent to SIRXICT003A
SIRXICT404	Adopt mobile commerce applications to improve sales and service	SIRXICT004A Adopt mobile commerce applications to improve sales and service	<b>E</b> Updated and equivalent to SIRXICT004A
<b>E-business</b>			
SIRXEBS001A	Acquire and retain online customers	SIRXEBS001A Acquire and retain online customers	<b>E</b> Editorial updates
SIRXEBS002A	Manage retail brands online	SIRXEBS002A Manage retail brands online	<b>E</b> Editorial updates
SIRXEBS003A	Manage and promote business to business e-commerce solutions	SIRXEBS003A manage and promote business to business e-commerce solutions	<b>E</b> Editorial updates
SIRXEBS004A	Select an e-business model	SIRXEBS004A Select an e-business model	<b>E</b> Editorial updates
<b>Finance</b>			
SIRWFIN001A	Complete debtor processes	SIRWFIN001A Complete debtor processes	<b>E</b> Editorial updates
SIRWFIN002A	Manage debtor processes	SIRWFIN002A Manage debtor processes	<b>E</b> Editorial updates
		SIRWIND001A Confirm wholesale business practices	<b>N</b> Deleted unit

		SIRWINV001A Process purchases	<b>N</b> Deleted unit
SIRXFIN201	Balance and secure point-of-sale terminal	SIRXFIN001A Balance point-of-sale terminal	<b>E</b> Updated and equivalent to SIRXFIN001A
SIRXFIN002A	Perform retail finance duties	SIRXFIN002A Perform retail finance duties	<b>E</b> Editorial updates
SIRXFIN003A	Produce financial reports	SIRXFIN003A Produce financial reports	<b>E</b> Editorial updates
SIRXFIN004A	Manage financial resources	SIRXFIN004A Manage financial resources	<b>E</b> Editorial updates
SIRXFIN005A	Manage operations to budget	SIRXFIN005A Manage operations to budget	<b>E</b> Editorial updates
SIRXFIN006A	Manage prices	SIRXFIN006A Manage prices	<b>E</b> Editorial updates
<b>Food Safety</b>			
SIRRFSA001A	Apply retail food safety practices	SIRRFSA001A Apply retail food safety practices	<b>E</b> Editorial updates
SIRRFSA302	Monitor food safety program	SIRRFSA002A Monitor food safety program	<b>E</b> Updated and equivalent to SIRRFSA002A  Previously contained the following pre-requisite SIRRFSA001A Apply retail food safety practices
<b>Governance and Legal Compliance</b>			
SIRXGLC401	Monitor compliance with legislative requirements for the establishment of a retail business	SIRXGLC001A Monitor compliance with legal and legislative requirements affecting business operations	<b>E</b> Updated and equivalent to SIRXGLC001A

SIRXGLC502	Establish business legal and legislative requirements	SIRXGLC002A Establish compliance with legislative requirements	<b>N</b> Significant review of unit with deletion of wholesale focus and addition of content from deleted unit: SIRXGLC003A
		SIRXGLC003A Comply with legislative requirements affecting business activities	<b>N</b> Deleted unit - rolled content into re-focussed SIRXGLC002A Establish compliance with legislative requirements
<b>Human Resource Management</b>			
SIRXHRM001A	Administer human resources policy	SIRXHRM001A Administer human resources policy	<b>E</b> Editorial updates
SIRXHRM002A	Recruit and select personnel	SIRXHRM002A Recruit and select personnel	<b>E</b> Editorial updates
<b>Industry</b>			
SIRXIND101	Work effectively in a customer service environment	SIRXIND001A Work effectively in a retail environment	<b>E</b> Updated and equivalent to SIRXIND001A
SIRXIND102	Plan a career in the retail industry		<b>N</b> New unit - no equivalent in SIR07
<b>Inventory</b>			
SIRWINV301	Administer supply to a business	SIRWINV002A Administer supply in to a business	<b>E</b> Updated and equivalent to SIRWINV002A
SIRWINV302	Monitor inventory capacity to meet demand	SIRWINV003A Monitor inventory capacity to meet demand	<b>E</b> Updated and equivalent to SIRWINV003A

		SIRWSLS001A Sell products and services to business customers	<b>N</b> Deleted unit
SIRXINV001A	Perform stock control procedures	SIRXINV001A Perform stock control procedures	<b>E</b> Editorial updates
SIRXINV002A	Maintain and order stock	SIRXINV002A Maintain and order stock	<b>E</b> Editorial updates
SIRXINV003A	Plan inventory levels	SIRXINV003A Plan inventory levels	<b>E</b> Editorial updates
SIRXINV404	Manage retail merchandise range	SIRXINV004A Buy merchandise	<b>N</b> New unit - SIRXINV004A Buy merchandise is equivalent to the 2 new units developed from this unit:  SIRXINV402A Manage merchandise range and SIRXINV403A Manage suppliers
SIRXINV005A	Control inventory	SIRXINV005A Control inventory	<b>E</b> Editorial updates
SIRXINV006A	Develop purchasing strategies	SIRXINV006A Develop purchasing strategies	<b>E</b> Editorial updates
SIRXINV407	Manage suppliers	SIRXINV004A Buy merchandise	<b>N</b> New unit - SIRXINV004A Buy merchandise is equivalent to the 2 new units developed from this unit:  SIRXINV402A Manage merchandise range and SIRXINV403A Manage suppliers

<b>Management and Leadership</b>			
SIRXMGT001A	Coordinate work teams	SIRXMGT001A Coordinate work teams	<b>E</b> Editorial updates
SIRXMGT002A	Maintain employee relations	SIRXMGT002A Maintain employee relations	<b>E</b> Editorial updates
SIRXMGT003A	Lead and manage people	SIRXMGT003A Lead and manage people	<b>E</b> Editorial updates
SIRXMGT004A	Analyse and communicate information	SIRXMGT004A Analyse and communicate information	<b>E</b> Editorial updates
SIRXMGT005A	Set strategic plans	SIRXMGT005A Set strategic plans	<b>E</b> Editorial updates
SIRXMGT006A	Initiate and implement change	SIRXMGT006A Initiate and implement change	<b>E</b> Editorial updates
SIRXMGT507	Manage staff through change	SIRXMGT007A Manage staff through change	<b>E</b> Editorial updates
SIRXMGT508	Plan and prepare for business sustainability		<b>N</b> New unit- no equivalent in SIR07
SIRXMGT509	Manage diversity within the business		<b>N</b> New unit- no equivalent in SIR07
<b>Marketing and Public Relations</b>			
SIRXMPR001A	Profile a retail market	SIRXMPR001A Profile a retail market	<b>E</b> Editorial updates
SIRXMPR002A	Provide marketing and promotion program	SIRXMPR002A Provide marketing and promotion program	<b>E</b> Editorial updates
SIRXMPR003A	Conduct	SIRXMPR003A	<b>E</b>

	telemarketing	Conduct telemarketing	Editorial updates
SIRXMPR004A	Market products	SIRXMPR004A Market products	<b>E</b> Editorial updates
SIRXMPR005A	Seize a business opportunity	SIRXMPR005A Seize a business opportunity	<b>E</b> Editorial updates
SIRXMPR006A	Manage promotional activities	SIRXMPR006A Manage promotional activities	<b>E</b> Editorial updates
SIRXMPR007A	Devise a strategic marketing plan	SIRXMPR007A Devise a strategic marketing plan	<b>E</b> Editorial updates
SIRXMPR008A	Implement advertising and promotional activities	SIRXMPR008A Implement advertising and promotional activities	<b>E</b> Editorial updates
<b>Merchandising</b>			
		SIRRIND001A Work effectively as a visual merchandiser	<b>N</b> Deleted unit
SIRRMER001A	Merchandise food products	SIRRMER001A Merchandise food products	<b>E</b> Editorial updates
SIRRMER002A	Pack and display meat products	SIRRMER002A Pack and display meat products	<b>E</b> Editorial updates
SIRRMER003A	Prepare and display fast food items	SIRRMER003A Prepare and display fast food items	<b>E</b> Editorial updates
SIRRMER004A	Prepare and display bakery products	SIRRMER004A Prepare and display bakery products	<b>E</b> Editorial updates
SIRRMER405	Produce visual merchandising signs	SIRRMER007A Apply lettering	<b>E</b> Updated and equivalent to SIRRMER007A Title change but no change

			to outcomes
SIRRMER406	Design, construct and maintain props	SIRRMER010A Design, construct and maintain props and merchandisers	<b>E</b> Updated and equivalent to SIRRMER010A Title change but no change to outcomes
SIRRMER407	Design merchandisers	SIRRMER015A Design merchandisers	<b>E</b> Updated and equivalent to SIRRMER015A
SIRRMER508	Produce retail visual illustrations	SIRRMER005A Produce retail visual illustrations	<b>E</b> Updated and equivalent to SIRRMER005A
SIRRMER509	Manufacture visual merchandising signage and support structures	SIRRMER006A Manufacture visual merchandising support structures	<b>E</b> Updated and equivalent to SIRRMER006A Manufacture visual merchandising support structures Title change but no change to outcomes
SIRRMER510	Produce working drawings	SIRRMER008A Produce working drawings	<b>E</b> Updated and equivalent to SIRRMER008A
SIRRMER511	Plan, organise and maintain display lighting	SIRRMER012A Maintain display lighting and brief lighting designers	<b>E</b> Updated and equivalent to SIRRMER012A Title change but no change to outcomes
SIRRMER512	Produce perspective drawings, plans and elevations	SIRRMER009A Produce perspective drawings, plans and elevations	<b>E</b> Updated and equivalent to SIRRMER009A
SIRRMER513	Develop concept visuals	SIRRMER011A Develop concept visuals	<b>E</b> Updated and equivalent to SIRRMER011A



SIRRMER514	Design and produce store plans and floor layouts	SIRRMER013A Design and produce store plans and floor layouts	<b>E</b> Updated and equivalent to SIRRMER013A
SIRRMER515	Manage visual merchandising projects	SIRRMER014A Manage visual merchandising projects	<b>E</b> Updated and equivalent to SIRRMER014A
SIRRMER516	Style merchandise for photography	SIRRMER016A Style merchandise for photography	<b>E</b> Updated and equivalent to SIRRMER016A
SIRRMER517	Develop and apply strategies for merchandising and corporate presentations	SIRRMER018A Develop and apply strategies for merchandising and corporate presentation	<b>E</b> Updated and equivalent to SIRRMER018A
SIRRMER518	Present design concepts	SIRRMER019A Present design concepts	<b>E</b> Updated and equivalent to SIRRMER019A
SIRRMER519	Design and produce merchandising and in-store presentations	SIRRMER017A Design and produce merchandising and in-store presentations	<b>E</b> Updated and equivalent to SIRRMER017A
SIRXMER201	Merchandise products	SIRXMER001A Merchandise products	<b>E</b> Updated and equivalent to SIRXMER001A
SIRXMER202	Plan, create and maintain displays	SIRXMER005A Create a display	<b>E</b> Updated and equivalent to SIRXMER005A
SIRXMER303	Coordinate merchandise presentation	SIRXMER002A Coordinate merchandise presentation	<b>E</b> Updated and equivalent to SIRXMER002A
SIRXMER304	Present products	SIRXMER006A Present products	<b>E</b> Updated and equivalent to SIRXMER006A
SIRXMER405	Manage store presentation and	SIRXMER004A Manage merchandise	<b>N</b>

	pricing	and store presentation	This is a revise unit, based on SIRXMER004A Manage merchandise and store presentation.
SIRXMER406	Monitor in-store visual merchandising display	SIRXMER003A Monitor in-store visual merchandising display	<b>E</b> Updated and equivalent to SIRXMER003A
SIRXMER407	Plan and build visual presentations for a range of merchandise categories	SIRXMER007A Demonstrate merchandising and category presentation skills	<b>E</b> Updated and equivalent to SIRXMER007A
<b>Product Knowledge</b>			
SIRRRPK001A	Advise on food products and services	SIRRRPK001A Advise on food products and services	<b>E</b> Editorial updates
SIRRRPK002A	Advise on meat products	SIRRRPK002A Advise on meat products	<b>E</b> Editorial updates
SIRRRPK003A	Advise on fast food products	SIRRRPK003A Advise on fast food products	<b>E</b> Editorial updates
SIRRRPK004A	Advise on bakery products	SIRRRPK004A Advise on bakery products	<b>E</b> Editorial updates
SIRRRPK005A	Advise on seafood products	SIRRRPK005A Advise on seafood products	<b>E</b> Editorial updates
SIRRRPK006A	Recommend liquor products	SIRRRPK006A Recommend liquor products	<b>E</b> Editorial updates
SIRRRPK007A	Recommend and fit clothing or footwear products and services	SIRRRPK007A Recommend and fit clothing or footwear products and services	<b>E</b> Editorial updates
SIRRRPK008A	Recommend jewellery products and services	SIRRRPK008A Recommend jewellery products and services	<b>E</b> Editorial updates

SIRRRPK009A	Recommend toddler and baby products	SIRRRPK009A Recommend toddler and baby products	<b>E</b> Editorial updates
SIRRRPK010A	Recommend home and home improvement products and services	SIRRRPK010A Recommend home and home improvement products and services	<b>E</b> Editorial updates
SIRRRPK011A	Recommend books or newsagency services	SIRRRPK011A Recommend books or newsagency services	<b>E</b> Editorial updates
SIRRRPK012A	Recommend business and leisure products and services	SIRRRPK012A Recommend business and leisure products and services	<b>E</b> Editorial updates
SIRRRPK013A	Hire and sell video and DVD products and services	SIRRRPK013A Hire and sell video and DVD products and services	<b>E</b> Editorial updates
SIRRRPK214	Recommend specialised products and services	SIRRRPK014A Recommend specialised products and services	<b>E</b> Editorial updates
SIRXRPK001A	Recommend health and nutritional products and services	SIRXRPK001A Recommend health and nutritional products and services	<b>E</b> Editorial updates
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	SIRXRPK002A Recommend hair, beauty and cosmetic products and services (product knowledge)	<b>E</b> Editorial updates
<b>Product Management</b>			
SIRXPRO401	Maximise sales of branded products and services	SIRXPRO001A Maximise sales of branded products and services	<b>E</b> Editorial updates
SIRXPRO002A	Implement product recalls	SIRXPRO002A Implement product recalls	<b>E</b> Editorial updates

SIRXPRO003A	Review product or service performance	SIRXPRO003A Review product or service performance	<b>E</b> Editorial updates
SIRXPRO504	Maximise product sales and market share	SIRXPRO004A Maximise product sales and market share	<b>E</b> Updated and equivalent to SIRXPRO004A
SIRXPRO005A	Manage distribution processes	SIRXPRO005A Manage distribution processes	<b>E</b> Editorial updates
SIRXPRO006A	Forecast product performance	SIRXPRO006A Forecast product performance	<b>E</b> Editorial updates
SIRXPRO007A	Improve supply and distribution chains	SIRXPRO007A Improve supply and distribution chains	<b>E</b> Editorial updates
		SIRXPRO008A Access product and service performance data	<b>N</b> Deleted Unit
<b>Quality and Innovation</b>			
SIRXQUA001A	Develop innovative ideas at work	SIRXQUA001A Develop innovative ideas at work	<b>E</b> Editorial updates
SIRXQUA002A	Lead a team to foster innovation	SIRXQUA002A Lead a team to foster innovation	<b>E</b> Editorial updates
SIRXQUA003A	Create an innovative work environment	SIRXQUA003A Create an innovative work environment	<b>E</b> Editorial updates
SIRXQUA004A	Set up systems that support innovation	SIRXQUA004A Set up systems that support innovation	<b>E</b> Editorial updates
SIRXQUA005A	Maintain operational quality and productivity	SIRXQUA005A Maintain operational quality and productivity	<b>E</b> Editorial updates
SIRXQUA006A	Benchmark and continuously	SIRXQUA006A Benchmark and	<b>E</b>

	improve operational quality	continuously improve operational quality	Editorial updates
<b>Retail Management</b>			
SIRXSRM801	Lead the organisation through change		N New unit- no equivalent in SIR07
SIRXSRM802	Lead the development of business opportunities		N New unit- no equivalent in SIR07
SIRXSRM803	Lead and develop retail staff		N New unit- no equivalent in SIR07
SIRXSRM804	Continuously improve operational retail processes		N New unit- no equivalent in SIR07
SIRXSRM805	Lead the strategic planning process in a service environment		N New unit- no equivalent in SIR07
SIRXSRM806	Manage and transform sales and service programs		N New unit- no equivalent in SIR07
SIRXSRM807	Lead the development of a visual merchandising strategy		N New unit- no equivalent in SIR07
SIRXSRM808	Plan and manage complex retail projects		N New unit- no equivalent in SIR07
SIRXSRM809	Manage retail operations in a region or area		N New unit- no equivalent in SIR07
<b>Retail Post</b>			

SIRRPOS001A	Process postal outlet transactions	SIRRPOS001A Process postal outlet transactions	<b>E</b> Editorial updates
SIRRPOS002A	Handle mail received in a retail environment	SIRRPOS002A Handle mail received in a retail environment	<b>E</b> Editorial updates
SIRRPOS003A	Deliver mail in a retail environment	SIRRPOS003A Deliver mail in a retail environment	<b>E</b> Editorial updates
SIRRPOS004A	Handle customer interviews and applications	SIRRPOS004A Handle customer interviews and applications	<b>E</b> Editorial updates
<b>Risk Management and Security</b>			
SIRXRSK201	Minimise loss	SIRXRSK001A Minimise theft	<b>N</b> Content and element added regarding using stock effectively
SIRXRSK002A	Maintain store security	SIRXRSK002A Maintain store security	<b>E</b> Editorial updates
SIRXRSK003A	Apply store security systems and procedures	SIRXRSK003A Apply store security systems and procedures	<b>E</b> Editorial updates
SIRXRSK404	Control store security	SIRXRSK004A Control store security	<b>E</b> Updated and equivalent to SIRXRSK004A
<b>Sales</b>			
SIRWSLS301	Build sales relationships	SIRWSLS002A Build sales relationships	<b>E</b> Updated and equivalent to SIRWSLS002A
SIRWSLS302	Process product and service data	SIRWSLS004A Process product and service data	<b>E</b> Updated and equivalent to SIRWINV004A
SIRWSLS303	Analyse and achieve sales targets	SIRWSLS005A Analyse and achieve	<b>E</b> Updated and equivalent to

		sales targets	SIRWINV005A
SIRWSLS304	Build sales of branded products	SIRWSLS006A Build sales of branded products	<b>E</b> Updated and equivalent to SIRWINV006A
SIRWSLS305	Optimise customer and territory coverage	SIRWSLS003A Optimise customer and territory coverage	<b>E</b> Updated and equivalent to SIRWINV003A
SIRXSLS201	Sell products and services	SIRXSLS001A Sell products and services	<b>E</b> Updated and equivalent to SIRXSLS001A
SIRXSLS002A	Advise on products and services	SIRXSLS002A Advise on products and services	<b>E</b> Editorial updates
SIRXSLS303	Build relationships with customers	SIRXSLS004A Build relationships with customers	<b>E</b> Updated and equivalent to SIRXSLS004A
SIRXSLS304	Coordinate sales performance	SIRXSLS003A Coordinate sales performance	<b>E</b> Updated and equivalent to SIRXSLS003A
SIRXSLS405	Coordinate a retail operation during economic downturns		<b>N</b> New unit- no equivalent in SIR07
SIRXSLS406	Manage sales and service delivery	SIRXSLS005A Manage sales and service delivery	<b>E</b> Updated and equivalent to SIRXSLS005A
SIRXSLS007A	Train sales team members	SIRXSLS007A Train sales team members	<b>E</b> Editorial updates
SIRXSLS008A	Develop a sales strategy	SIRXSLS008A Develop a sales strategy	<b>E</b> Editorial updates
SIRXSLS009A	Manage sales teams	SIRXSLS009A Manage sales teams	<b>E</b> Editorial updates
SIRXSLS410	Lead a sales	SIRXSLS006A Lead a	<b>E</b>

	representatives team	sales team	Updated and equivalent to SIRXSLS006A
<b>Work Health and Safety (WHS)</b>			
SIRXWHS101	Apply safe work practices	SIRXOHS001A Apply safe working practices	<b>E</b> Updated and equivalent to SIRXOHS001A
SIRXWHS302	Maintain store safety	SIRXOHS002A Maintain store safety	<b>E</b> Updated and equivalent to SIRXOHS002A
SIRXWHS403	Provide a safe work environment	SIRXOHS003A Provide a safe working environment	<b>E</b> Updated and equivalent to SIRXOHS003A





## **Explanation of the review date**

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

# **Overview**

## **Overview of Training Packages**

### **What is a Training Package?**

A Training Package is an integrated set of nationally endorsed Competency Standards, Assessment Guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, and recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

### **How do Training Packages fit within the National Training Framework?**

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

### **How are Training Packages developed?**

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

### **How do Training Packages encourage flexibility?**

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

### Who can deliver and assess using Training Packages?

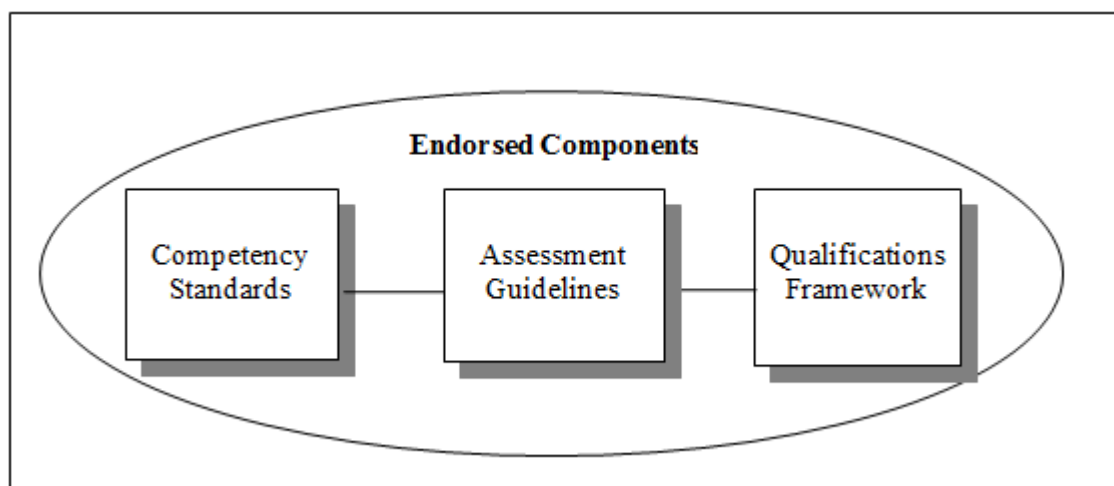
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations*.

### Training Package components

Training Packages are made up of mandatory components endorsed by the NTQC and optional support materials.

### Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



## Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

## Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

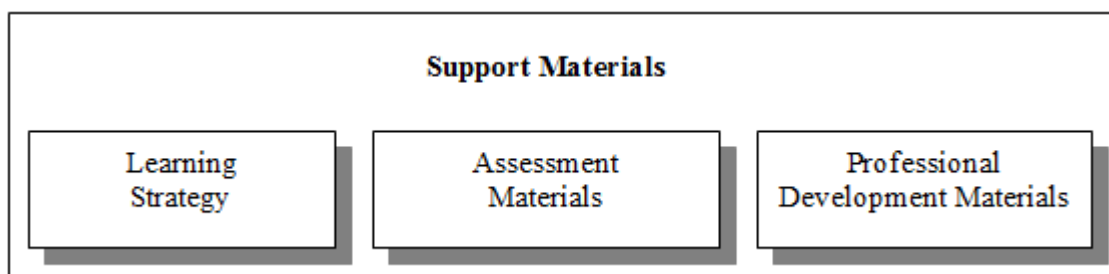
## Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of the nationally recognised qualifications issued.

## Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

Where such materials have been quality assured through a process of ‘noting’ by the NTQC, they display the following official logo.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

### **Training Package, qualification and unit of competency codes**

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the title always following the code.

#### **Training Package codes**

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example SIR07 V3. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

#### **Qualification codes**

Within each Training Package, each qualification has a unique eight-character code, for example SIR20112. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

#### **Unit of competency codes**

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of a number of characters, normally a mixture of upper case letters and numbers, as in SIRPPKS001A. The first three characters signify the Training Package (SIR07 V3 Retail Services Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character maybe a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Please note, the non-reviewed units in SIR07 V3 retain the same code. The explicit Content Version identifier, which is visible on [www.training.gov.au](http://www.training.gov.au), will identify the specific version of the text of those Units of Competency. Also, the revised and new units do not include the 'A' suffix and have been changed to include the AQF identifier, according to Training package Development Handbook Guidelines.

### **Training Package, qualification and unit of competency titles**

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

#### **Training Package titles**

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

#### **Qualification titles**

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

SIR10112 Certificate I in Retail Services

SIR20312 Certificate II in Retail Fast Food

**Unit of competency titles**

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

SIRRMER001A Merchandise food products

SIRRRPK214 Recommend specialised products and services

**Overview of SIR07 Retail Services Training Package Version 3**

Review of SIR07 Retail Services – Community Pharmacy

The SIR07 Retail Services Training Package Version 3 includes the reviewed community pharmacy content.

SIR07 V3 was funded by the Department of Innovation, Industry, Science and Research (DIISR) and managed by the Service Industries Skills Council. The review was directed by a Management Committee of the Wholesale, Retail and Personal Services Industry Advisory Committee and involved input from a diverse range of community pharmacy industry stakeholders including employers, employer bodies, employees, unions, public and private RTOs and state training authorities.

The review commenced in March 2010 and a discussion paper was released. The 'Recommended Actions Report – Community Pharmacy' was developed based on the feedback received from industry and other stakeholders. The report, published in June 2011, formed the basis for further consultation with stakeholders and the development of the Training Package. Validation involved dissemination of all content of the reviewed Training Package to ensure the enhanced product meets the needs of users and provides industry with quality training and assessment outcomes.

Changes within industry since 2007 and within the policy framework for the development of Training Packages have resulted in the following key changes:

- Employability and sustainability skills are explicitly embedded in units of competency as the result of major industry and DEEWR initiatives.
- Units of competency are presented using the latest DEEWR template designed to ensure consistency across all Training Packages:

- The ‘Application’ statement at unit level provides clear information about how the unit can apply to different contexts, industry sectors and environments; and who performs the function described by the unit, and at what level of workplace responsibility. The nomination of typical job titles clarifies the unit’s applicability to different job roles. Information on the intent of the unit and how it can apply to the development of different types of products provides clarity on the complexity of the skills described within the unit.
- The ‘Critical Aspects’ statement in the unit evidence guide provides focused information on the essential evidence to be collected by the assessor to ensure that the candidate demonstrates competency. This statement synthesises all of the unit content into a summarised statement that describes the absolute essence of a rigorous assessment. It describes the essential knowledge and skill to be demonstrated and a requirement for multiple assessments over a period of time and coverage of diverse products and range of complexities, so that evidence of consistency and adaptability is collected.
- The ‘Context of and Specific Resources for Assessment’ statement prescribes specific assessment environments and the mandatory equipment, resources, workplace documentation (for example, product information) and customer traffic required for these environments.
- The ‘Methods of Assessment’ statement provides guidance on a range of practical assessment methods that can be used to gather evidence, and recommends where related units can be grouped together for integrated (holistic) assessment.
- Units of competency have been updated and enhanced to:
  - ensure that new technology and industry trends are fully covered
  - provide clearer advice on the breadth and depth of knowledge, and the literacy, numeracy and communication skills required
  - reflect industry’s requests to outline stringent assessment requirements more clearly and explicitly in the evidence guide component. In all cases, the evidence guide statements that direct the assessor are tailored to each specific unit and provide practical information set in the context of each unit.
- All units of competency have been reviewed to remove any duplication. Competency fields and unit titles have been reviewed and updated to better reflect the nature of the skills and knowledge.
- New and strengthen units of competency have been developed in the areas of:
  - community pharmacy management
  - dispensary administration
  - coordinating service to patients in residential care settings
  - continence management
  - testing and advising on blood pressure
  - testing blood glucose and advising on equipment and services for diabetes management
  - providing support for the Australian Needle and Syringe Program services
  - supporting the management of obstructive sleep apnoea
  - coordinating pharmacy health education promotions and home medicine reviews



- operating within the community pharmacy industry
- planning a career in the community pharmacy industry
- pharmacy product knowledge areas:
  - vitamins, minerals and supplements
  - eye and ear
  - oral care
- supplying medical devices
- coordinating a pharmacy quality system.
- Qualifications have been improved to ensure they are flexible to meet the diverse needs of multiple community pharmacy industry environments. This flexibility also meets industry's need for multi-skilled workers within the many small businesses that make up the community pharmacy industry. Key actions taken to improve and broaden the application of community pharmacy qualifications include:
  - a clear progression from fundamental skills packaged at Certificate II level to more broader skills required for the Certificate III level, while maintaining both qualification levels as entry points
  - clear specialisations for candidates of the Certificate IV qualification, to provide those with experience with the opportunity for further skills development.
- Each qualification is introduced by a statement that clearly outlines its applicability to common job functions within the community pharmacy industry and to different industry business types and environments.
- An Employability Skills Summary is provided for each qualification to provide holistic guidance to trainers and assessors and to assist employers to understand the generic skills delivered by the qualification.

Details of specific changes and a mapping between the previous Training Package and this version are outlined in the preliminary pages in this volume of the Training Package.

### **Components of the SIR07 Retail Services Training Package Version 3**

The SIR07 Retail Services Training Package Version 3 consists of three major components endorsed by the National Skills Standards Council (NSSC). The three components have been design to establish the criteria and guidelines against which community pharmacy qualifications will be awarded. All components have been developed through a consultative process with industry in conjunction with other critical stakeholders.

#### **Qualifications**

The Qualifications Framework sets out the requirements for attainment of qualifications in the community pharmacy industry. There are three qualifications ranging from Certificate II to Certificate IV.

Details of the transition from qualifications in SIR07 V2 to SIR07 V3 may be found in the preliminary pages in this volume of the SIR07 Retail Services Training Package.

## Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in SIR07 Retail Services Training Package Version 3. They are designed to ensure that assessment activities are consistent with the Standards for NVR Registered Training Organisations and AQTF; and that assessment processes are valid, reliable, flexible and fair.

## Competency Standards

The competency standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of community pharmacy workplaces.

The SIR07 Retail Services Training Package Version 3 comprises of:

- 43 community pharmacy units of competency, organized into the following competency fields:
  - CPM – Community Pharmacy Management
  - DIS – Dispensary
  - HCS – Health Care Support
  - IND – Industry
  - MER – Merchandising
  - PPK – Pharmacy Product Knowledge
  - QUA – Quality
- units of competency imported from the following Training Packages:
  - BBS07 Business Services (version 5.0)
  - HLT07 Health (version 4.0)
  - SIB10 Beauty (version 1.2)
  - TAE10 Training and Education (version 2.0).

## Overview of SIR07 V2 Retail Services Training Package

The SIR07 V2 Retail Services Training Package represents a review of the SIR07 v1.3 Training Package.

The 2005-06 review of the retail training package coincided with the review of the Community Pharmacy and wholesale training packages and resulted in the three training packages being amalgamated into one – the SIR07 Retail Services Training Package. The rationale to this amalgamation was based on the inclusion of a number of retail units in the Community Pharmacy and wholesale qualifications as well as the government policy of rationalisation at the time. The submission of this Training Package was supported by the Community Pharmacy industry on the condition that the industry did not experience negative consequences as a result, and that the impact of these training packages coming together be evaluated at the time of the next review.

## Components of the SIR07 V2 Training Package

The SIR07 V2 Retail Services Training Package consists of three major components endorsed by the National Skills Standard Council. The three components have been designed to establish the criteria and guidelines against which Retail Services qualifications are awarded. All components have been developed through a consultative process with industry in conjunction with other critical stakeholders.

## Qualifications

The Qualifications Framework sets out the requirements for attainment of qualifications in the retail services industries. SIR07 V2 Retail Services Training Package contains 10 reviewed or new qualifications, ranging from Certificate I to the Vocational Graduate Certificate level.

Amendments include:

- The review of six existing retail qualifications:
  - Certificate I in Retail Services
  - Certificate II in Retail Services
  - Certificate III in Retail Operations
  - Certificate IV in Retail Management
  - Diploma of Retail Management
  - Diploma of Visual Merchandising.
- The development of 4 new qualifications:
  - Certificate II in Retail Fast Food
  - Certificate III in Retail Supervision
  - Certificate III in Business to Business Sales
  - Vocational Graduate Certificate in Retail Leadership.
- The removal of the Certificates II and III in Wholesale
- Packaging changes applied to increase flexibility
- Content refined to be more specific to industry outcome requirements in all qualifications
- Applying new coding to all new and revised qualifications to comply with NSSC coding policy.

Details of the transition from qualifications in SIR07 V1.3 to SIR07 V2 may be found in the Preliminary information in this volume of the Training Package.

## Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in SIR07 V2 Retail Services Training Package. They are designed to ensure that assessment activities are consistent with the AQTF Standards for Registered Training Organisations and that assessment processes are valid, reliable, flexible and fair. Version 2 includes a minor addition to the assessment guidelines relating to the qualifications and vocational expertise of assessors assessing the newly developed SIR80112 Vocational Graduate Certificate in Retail Management.

## Competency Standards

The Competency Standards represent the skills and knowledge applied at work and have been identified by the industry as appropriate across the full range of retail services industry workplaces. The Retail Services Competency Standards comprise 210 units of competency:

- 106 Cross-Sector Retail Services units of competency
- 39 Retail units of competency
- 9 Wholesale units of competency
- 56 units of competency imported from the following Training Packages:
  - 35 units from BSB07 Business Services Training Package
  - 1 unit from the CUF07 Screen and Media Training Package
  - 2 units from CUV03 Visual Arts, Craft and Design Training Package
  - 2 units from the ICT02 Telecommunications Training Package
  - 1 unit from SFI04 Seafood Industry Training Package
  - 6 units from the SIT07 Tourism, Hospitality and Events Training Package
  - 5 units from TAE10 Training and Assessment Training Package

SIR07 V2 includes the revision and development of 39 retail services specific units of competency.

Amendments include:

- updating the unit descriptors, application statements, required knowledge and skills and evidence guides of the newly developed and revised units
- reducing the number of prerequisites and removing co-requisites
- developing 19 new units of competency
- removing 5 retail specific existing units of competency
- removing 27 specific Community Pharmacy units of competency as they will be transferred to the new SIP12 Community Pharmacy Training Package
- improving reference to sustainability principles and skills within newly developed and revised units of competency
- applying new coding to all units of competency to comply with NQC unit coding policy.

## Unit coding

The following examples show how codes apply to units in SIR07 V2 Retail Services Training Package.

Units that are exclusive to an industry sector are allocated a code as follows:

1: Retail unit: SIRRMER201 Merchandise food products

ISC identifier 2 alpha	Training Package identifier 1 alpha	Sector 1 alpha	Functional area/field 3 alpha	AQF level 1 digit	Number 2 digit

SI	R	R	MER	2	01
Service Industries	Retail Services	Retail sector	Merchandising	AQF level 2	1st in sequence

## Introduction to the Industry

The retail and wholesale industries are made up of mainly small and medium-sized businesses. In 2009, they included almost 215,500 businesses and supported a large number of small and medium enterprises (SMEs), large employers as well as retail chains and franchising companies. The contribution of the retail trade sector to Australia's gross domestic product (GDP) for 2009-10 was over AUD53 billion (4.4%).

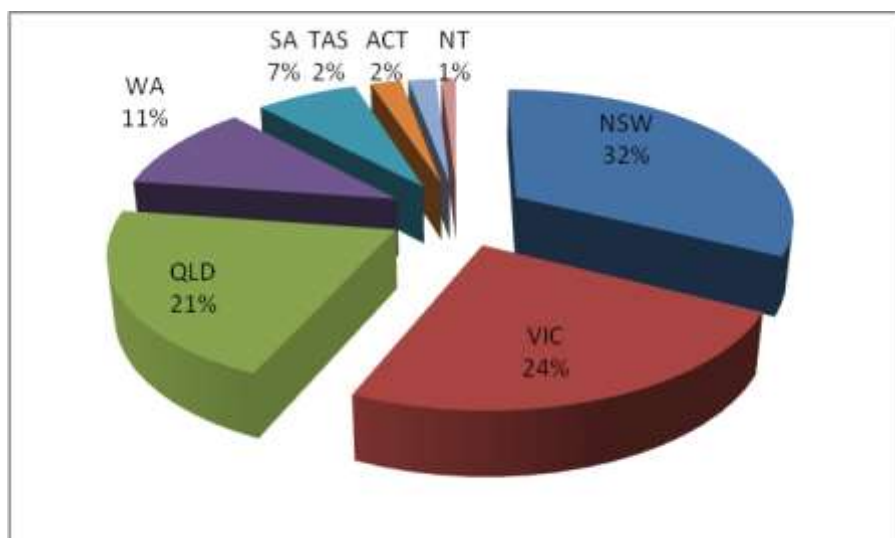
Businesses in the industries cover a wide range of formats, such as supermarkets, department stores, discount department stores, speciality chains, commission-based retail and convenience stores. The retail services industries are distinct, with clear differences in the role each plays within the supply chain. These industries are highly diverse in terms of the range of products and services offered and the size and distribution of enterprises. They are represented by micro through to multinational companies. The industries are dominated in overall number by small business, although in the retail industry in particular, this dominance is led by a small number of major companies.

### Worker trends in the Retail Industry

Besides economic factors, the value of the retail and wholesale industries for Australia's economy and population cannot be under-estimated. These industries provide the first job for many Australians, be it part-time during studies or as a first full-time job. They provide the foundation for the basic work-related skills and knowledge of many individuals for their ongoing careers, whether in the service industries or outside them. In November 2010, the sector employed around 1.5 million people, of which approximately 43% worked part-time. Traditionally, the industry workforce has a high percentage of casual employees. Employment is dominated by female workers at 56.2%. Just under 36% of the workforce are aged 24 and younger, with 19.1% of the workforce being made up of people aged 15 to 19.

### Retail revenue

Population influences the number of potential customers, and so more densely populated states have a higher proportion of stores to service consumer demand. Hence, the majority of retail trade revenue is generated in New South Wales (32%), Victoria (24%) and Queensland (21%), with the latter showing an increase in share from 19% in 2002–03. Western Australia also experienced an increase from 10% in 2002–03 to 11% in 2008–09, based on population growth as a result of the resources boom. Northern Territory, Tasmania and Australian Capital Territory (ACT) each account for about 1–2% of revenue.



Estimates of retail share of businesses by state and territory (2009)

### Job roles in the industry

The employment profile of the retail industry includes functional roles such as selling, customer service, merchandising, visual merchandising, inventory, loss prevention, security, employee relations, clerical administration, finance, operations, planning, staff supervision and store management; plus specialist areas related to supply chain management and product or service provision.

### Qualifications

While there has been significant take up of nationally recognised retail qualifications, there are many people working in the industry who have not completed a recognised qualification but who do have the necessary skills and workplace experience to attain Certificate II or higher-level retail qualifications.

### Projected growth figures

Over the next four years, employment in the retail trade industry is expected to grow at an average rate of 1.8% per annum, which equates to around 106,600 new jobs. Supermarket and grocery stores and clothing, footwear and accessory retailers are expected to have the strongest annual employment growth at 3.3% per annum, followed by hardware, building and garden supplies retail (3.1% per annum). Negative employment growth is projected for department stores (-0.3%) and commission-based retail (buying and selling, -0.8%).

The following table shows retail positions that will be in high demand in the next four years:

Occupation	Training Package Qualification	Justification / Evidence
------------	--------------------------------	--------------------------

Retail manager	Certificate IV in Retail Management Diploma in Retail Management	In the four years to 2013-14, employment in the retail trade is projected to grow at an average rate of 1.1% per annum, which equates to around 67,600 new jobs. With growth in the sector, the requirement for skilled and knowledgeable, a highly qualified retail manager is critical for effective planning and budgeting to secure the retail workforce into the future.
Retail supervisor	Certificate III in Retail Supervision	These are the shop floor first line managers who supervise the retail sales assistants and deal with customer queries and complaints.
Front line manager	Certificate III in Retail Supervision	These are the shop floor first line managers who supervise the retail sales assistants and deal with customer queries and complaints.
Retail sales assistant	Certificate II in Retail Operations Certificate III in Retail Operations	There is a growing demand from customers for better trained staff and improved customer service. The majority of government-funded course enrolments in retail training by public providers between 2005 and 2009 were in Certificate II in Retail Operations, which is consistent with where most jobs are within the industry.

### Industry forecasts

The pace of change in the retail sector is accelerating as seen in the past several years, necessitating the training and education sector to keep up. These changes can be attributed to various socio-economic factors like the recent global financial crisis and the population explosion.

- Reduced youth pool

Australia's population is estimated to rise from 22 million in 2009 to between 30.9 and 42.5 million people by 2056. While this will lead to an increase in demand for workers in the service industries, the median age of the population is also projected to increase from 36.8 years in 2009 to between 41.9-45.2 in 2056. With the reduced youth pool, many retail businesses (large department stores in particular) are already looking at older female workers, valued for their life experiences and preference for part-time work.

- Economic factors

While the Australian economy escaped relatively unscathed from the global financial crisis, the government's stimulus package in the form of cash handouts assisted retail spending. However, as the economy is weaned off the stimulus package consumer spending is becoming slower.

- Technology

Internet shopping is providing a borderless shopping environment and is affecting consumer habits. Changed arrangements for supermarket sale points that allow customers to scan their own purchases may affect employment and skills needs for checkout operators. All these changes are affecting skills and jobs in the retail and tourist industries.

There is increasing pressure on retailers to make their online presence felt through the use of social media. The age of the digital consumer means that retail staff are expected to be highly knowledgeable about products as well as develop better negotiating skills.

The strength of the Australian dollar has also led to consumers accessing bigger and cheaper markets online. Research estimates that online retail sales in Australia will reach \$28 billion in 2010, with a quarter or more of those sales – worth an estimated \$7 billion – going overseas.

- Service

Tightening retail budgets has meant fewer retail assistants per customer. This has meant that retailers empower sales assistants to deal with customer complaints and make decisions to placate customers and meet higher customer expectations. In order to meet customer demand, it has also become necessary for many businesses to extend their trading hours creating flexibility and staffing issues.

- Sustainability

The environmentally conscious customer constantly discriminates between green products and those that consume more energy and generate more waste. Much work has been done by product manufacturers and retailers to promote the benefits of environmentally-friendly items as a form of product differentiation and to attract this emerging group of consumers. Retailers have also reviewed their own facilities, including heating, cooling, refrigeration and waste disposal processes, in order to reduce costs and promote their businesses as environmentally conscious.

Environmental sustainability issues addressed in SIR07 Retail Services Training Package may be found in the following units of competency in SIR07 V2 Retail Services Training Package:

- SIRXCLM101A Organise and maintain work areas (offered at Certificates I, II, and III qualification levels)
- SIRXGLC401 Monitor compliance with legislative requirements for the establishment of a retail business (offered at Certificate IV qualification level)



These units cover areas relating to the legislative requirements of environmental protection, waste removal, hazardous substances and dangerous goods (such as flammable goods, explosive goods and waste), avoiding spills, and using personal protective clothing.

People – customers and employees – are critical to the retail, wholesale and personal services industries. These industries firmly believe that building a highly skilled workforce will deliver a highly productive economy. Continuous lifelong learning is crucial for ongoing improvements in productivity and participation.

## **Contacts**

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## **Qualifications Framework**

### **The Australian Qualifications Framework**

#### **What is the Australian Qualifications Framework?**

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) website ([www.aqf.edu.au](http://www.aqf.edu.au)) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on [aqfab@curriculum.edu.au](mailto:aqfab@curriculum.edu.au).

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

## Qualifications

Training Packages can incorporate the following six AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...

Graduate Certificates and Graduate Diplomas can also be awarded in the VET sector under certain conditions – see the *AQF Implementation Handbook* for details.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

## Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

## AQF guidelines and learning outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification.

A summary of the learning outcome characteristics and their distinguishing features for each VET-related AQF qualification is provided below.

<b>Certificate I</b>
----------------------

*Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

**Certificate II***Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

**Certificate III***Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of

options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

## **Certificate IV**

*Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provide some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for and limited organisation of others.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

**Diploma***Characteristics of learning outcomes*

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.

The self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in the development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. They may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

**Advanced Diploma***Characteristics of learning outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary

between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

### **Vocational Graduate Certificate**

*Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

**Vocational Graduate Diploma***Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

## Qualifications

### Community Pharmacy

#### List of AQF Qualifications

Qualification Code	Title
SIR20112	Certificate II in Community Pharmacy
SIR30112	Certificate III in Community Pharmacy
SIR40112	Certificate IV in Community Pharmacy

#### Whole of Industry Qualification Information

An RTO will award a qualification when the required number of competencies, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the competencies required for a qualification he/she will receive a Statement of Attainment for the unit/s of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIR20112 Certificate II in Community Pharmacy	10	8	18
SIR30112 Certificate III in Community Pharmacy	17	9	26



SIR40112 Certificate IV in Community Pharmacy	4	10	14
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## Retail Services

### List of AQF Qualifications

Qualification Code	Title
SIR10112	Certificate I in Retail Services
SIR20212	Certificate II in Retail
SIR20312	Certificate II in Retail Fast Food
SIR30212	Certificate III in Retail Operations
SIR30312	Certificate III in Retail Supervision
SIR30412	Certificate III in Business to Business Sales
SIR40212	Certificate IV in Retail Management
SIR50112	Diploma of Retail Management
SIR50212	Diploma of Visual Merchandising
SIR80112	Vocational Graduate Certificate in Retail Leadership

### Whole of Industry Qualification Information

An RTO will award a qualification when the required number of competencies, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the competencies required for a qualification he/she will receive a Statement of Attainment for the unit/s of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

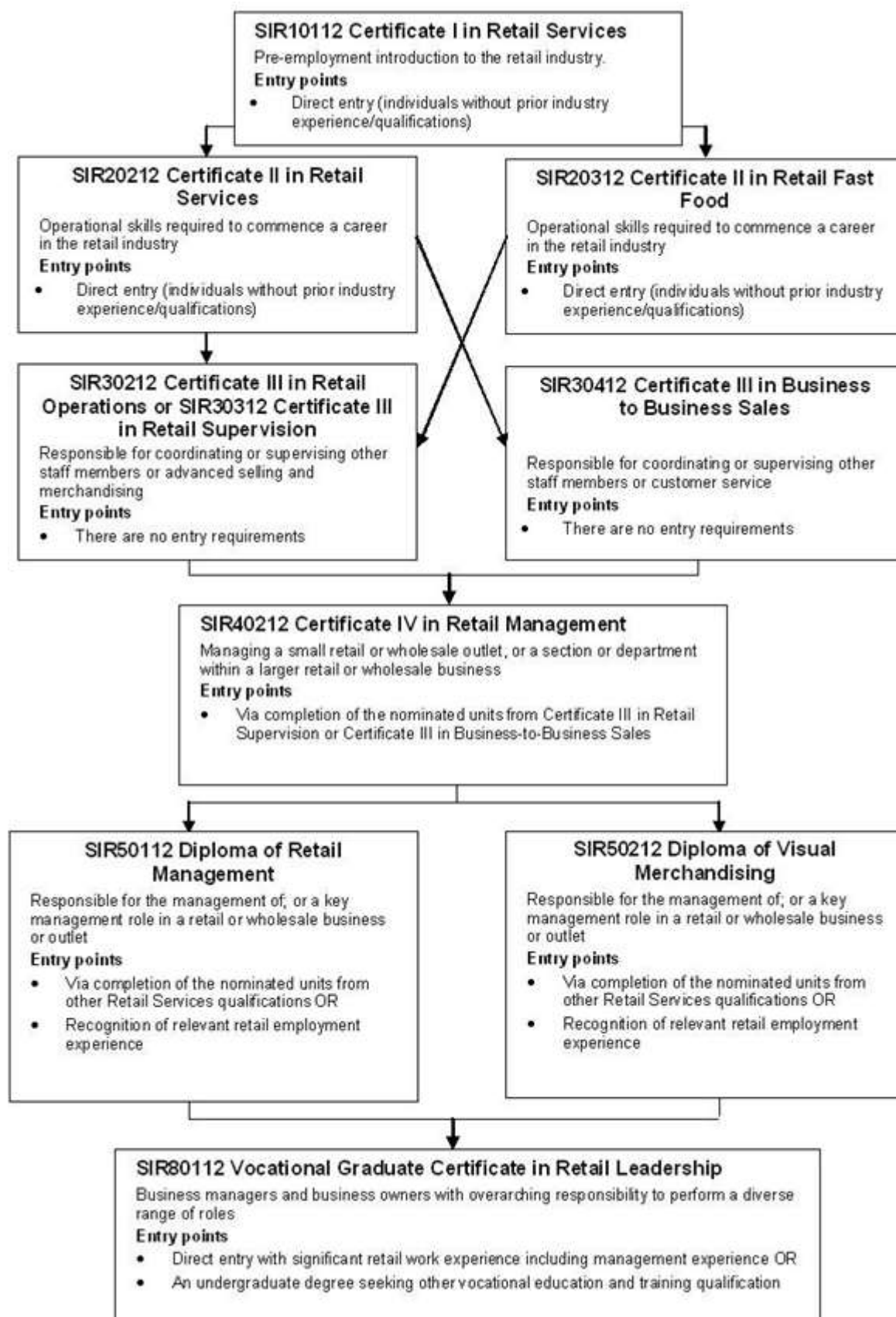
Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIR10112 Certificate I in Retail Services	3	2	5
SIR20212 Certificate II in	8	6	14

Retail Services			
SIR20312 Certificate II in Retail Fast Food	6	8	14
SIR30212 Certificate III In Retail Operations	6	8	14
SIR30312 Certificate III in Retail Supervision	6	6	12
SIR30412 Certificate III in Business to Business Sales	5	5	10
SIR40212 Certificate IV in Retail Management	3	7	10
SIR50112 Diploma of Retail Management	2	7	9
SIR50212 Diploma of Visual Merchandising	15	8	23
SIR80112 Vocational Graduate Certificate in Retail Leadership	4	0	4

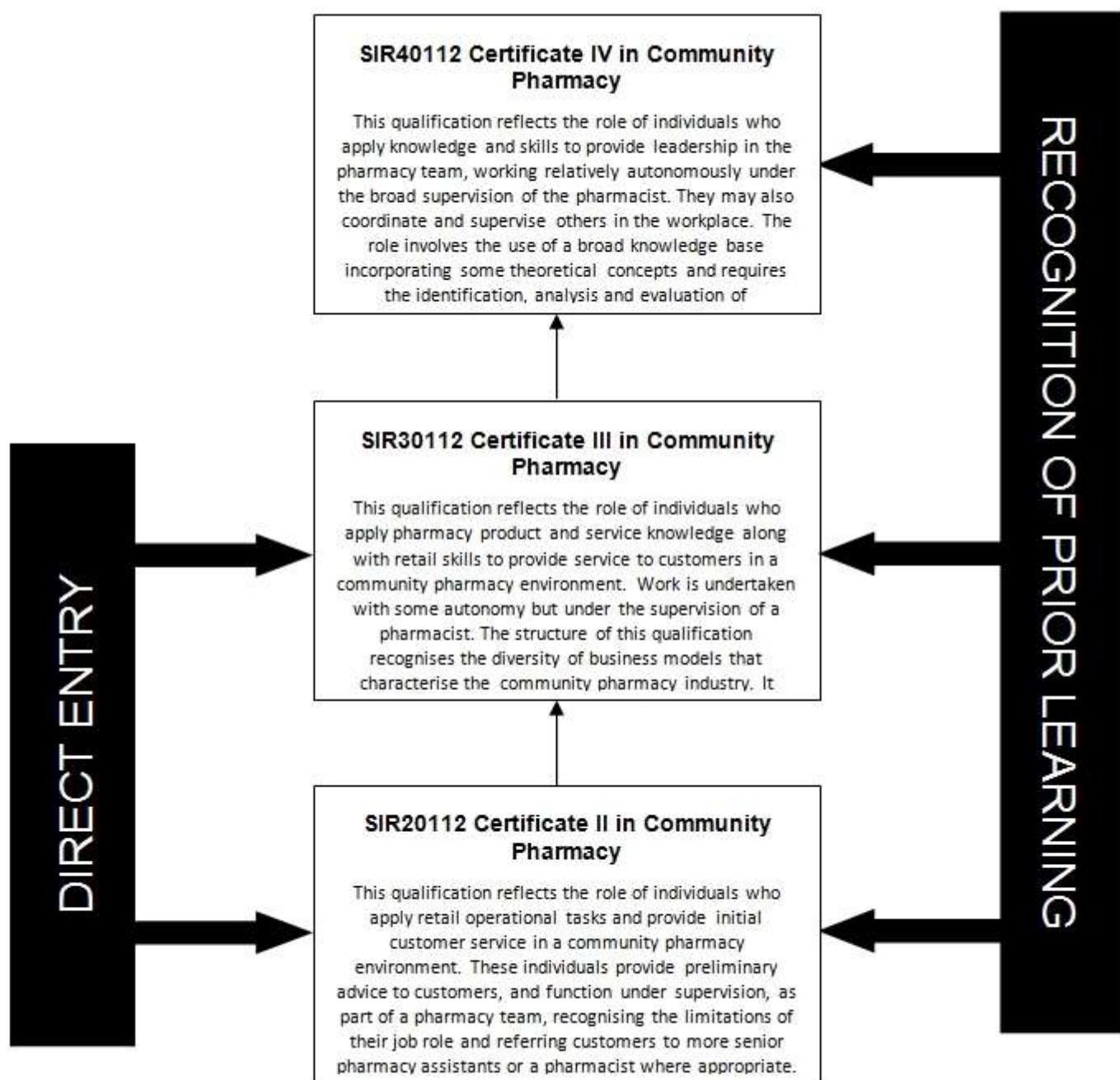
### Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Service Skills Australia ([www.serviceskills.com.au](http://www.serviceskills.com.au)).

## Retail Services



## Community Pharmacy



## Skill Sets

## Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

### **Wording on Statements of Attainment**

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet [insert skill set title or identified industry area] need’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. [http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_07.pdf](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf)

### **Skill Sets in this Training Package**

- Community Pharmacy Management
- Coaching and Mentoring
- Operations
- Marketing
- Management
- Sales
- Dispensary
- Human Resources Management
- Quality
- Stock Control
- 

### **Employability skills**

#### **Industry Requirements for Employability Skills**

This Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills must be both explicit and embedded within units of competency. This means that employability skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole



- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to employability skills.

This Training Package also seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

### Examples from this Training Package of Employability Skills embedded within unit components

Unit component	Example of embedded Employability Skill
<b>Unit Title</b>	Give formal presentations and take part in meetings. (communication)
<b>Unit Descriptor</b>	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
<b>Element</b>	Proactively resolve issues. (problem solving)
<b>Performance Criteria</b>	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
<b>Range Statement</b>	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
<b>Required Skills and Knowledge</b>	<p>Modify activities depending on differing workplace contexts, risk situations and environments. (learning)</p> <p>Work collaboratively with others during a fire emergency. (teamwork)</p> <p>Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)</p>
<b>Evidence Guide</b>	<p>Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:</p> <ul style="list-style-type: none"> <li>• assess response options to identified crime-prevention needs and determine the optimal action to be implemented</li> <li>• in consultation with relevant others, design an initiative</li> </ul>

Unit component	Example of embedded Employability Skill
	to address identified issues. (initiative and enterprise)

### Employability Skills Framework

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>
<b>Problem solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> </ul>

Skill	<b>Facets</b> Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
	<ul style="list-style-type: none"> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>
<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>• managing time and priorities – setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> </ul>

<b>Skill</b>	<b>Facets</b> Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
	<ul style="list-style-type: none"> <li>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn – mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting – on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul>
<b>Technology</b> that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>

## Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
- 

## Assessment Guidelines

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Essential Standards for Initial and Continuing Registration* or *Standards for NVR Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

### Assessment system overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements, licensing and registration requirements; *Standards for NVR Registered Training Organisations*; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF.

### **Benchmarks for assessment**

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

### **Principles of Assessment**

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency.

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.
- 

#### *Validity*

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application

(c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

### *Reliability*

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

### *Flexibility*

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

### *Fairness*

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

### *Sufficiency*

Sufficiency relates to the quality and quantity of evidence assessed. It requires the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

## Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

### *Valid*

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

### *Sufficient*

Sufficiency relates to the quality and quantity of evidence assessed. It requires the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

### *Current*

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

### *Authentic*

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

## **Australian Quality Training Framework assessment requirements**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration* or the *Standards for NVR Registered Training Organisations*.



The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

*The Standards for NVR Registered Training Organisations* can be downloaded from <www.asqa.gov.au>.

The following points summarise the assessment requirements:

### **Registration of training organisations**

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF or *Standards for NVR Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

### **Quality training and assessment**

Each RTO must provide quality training and assessment across all its operations. See the *AQTF Essential Standards for Initial and Continuing Registration*, Standard 1 or refer to the *Standards for NVR Registered Training Organisations*.

### **Assessor competency requirements**

Each person involved in training and assessment must be competent for the functions they perform. See the *AQTF Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the *AQTF Users' Guide to the Essential Standards for Registration* – Appendix 2 or refer to the *Standards for NVR Registered Training Organisations*.

### **Assessment requirements**

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

### **Assessment strategies**

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

### **National Recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

## Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisation*.

## Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

## Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

## Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s).

See the AQTF and the edition of the AQF Implementation Handbook—available on the AQF Council website <[www.aqf.edu.au](http://www.aqf.edu.au)> or refer to the ASQA website <[www.asqa.gov.au](http://www.asqa.gov.au)>.

## Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

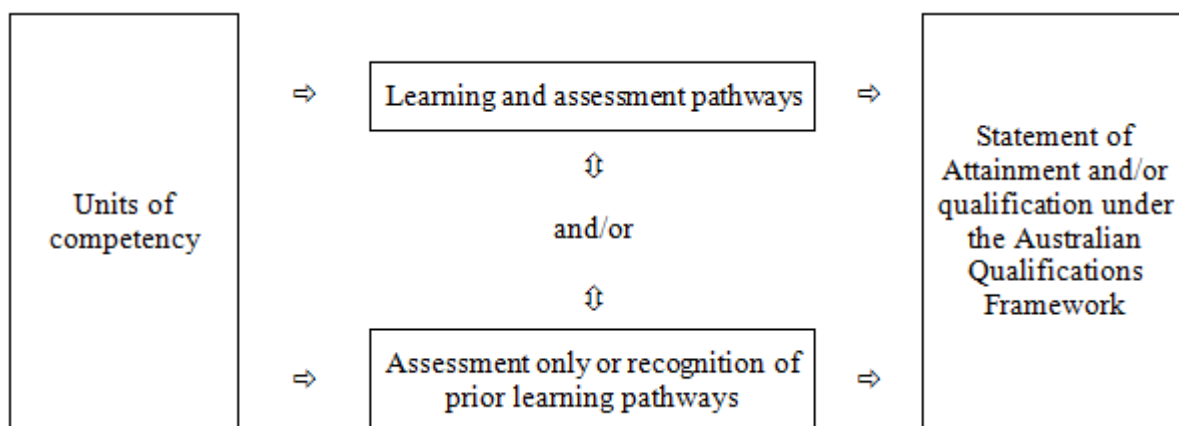
The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact [www.serviceskills.com.au](http://www.serviceskills.com.au)

## Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.

### Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be group-based, work-based, project-based, self-paced and action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

### **Credit Pathways**

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

### **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace
- people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency)
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

### **Credit Transfer**

*Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.*

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

### **Combination of Pathways**

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

### **Assessor Requirements**

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF or Standards for NVR RTOs, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

#### **Assessor competencies**

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF *Essential Standards for Registration* (which is equivalent to Standards for Initial Registration (SNR)4, 4.4 from the standards for NVR Registered Training Organisations) follows:

- a) 1.4 Training and assessment are conducted by trainers and assessors who:
- b) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- c) have the relevant vocational competencies at least to the level being delivered or assessed, and
- d) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- e) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.
- f) \* See AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2

**Retail Services industry requirements for AQTF compliance - vocational competence of assessors**

To satisfy the requirements of the AQTF, in addition to the mandatory units of competency in assessment, assessors must have the relevant vocational competencies they are assessing.

For the retail services industry, vocational competence means that assessors have recent, relevant industry experience to fully understand a range of workplace requirements and apply them to assessment.

Assessors (or at least one person in the assessment team) must satisfy the following requirements to meet industry expectations of vocational competence:

- a) Demonstrate current knowledge and experience of the industry, industry practices, and the job or role against which performance is being assessed.

This may be demonstrated through at least one of the following:

- actual workplace experience within the last two years
- attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
- participation in professional or industry networks.

- b) Demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. This may be demonstrated through at least one of the following:

- familiarity with the units of competency in this Training Package to be used by the learner as a basis of assessment
- recent planning, conduct and review of assessment and/or workplace training activities in a retail context
- participation in moderation or validation processes
- attendance at professional development activities focused on assessment and/or workplace training.

c) Demonstrate the necessary interpersonal and communication skills required in the assessment process. This may be demonstrated through evidence of one or more of the following:

- attendance in professional development and/or training activities focused on effective communication in assessment and/or workplace training contexts
- knowledge of language, literacy and numeracy issues in the context of assessment and workplace training
- recent assessment and/or workplace training activities.

d) All assessors who are engaged in assessing against this Training Package must be either:

- employed by an RTO, or
- acting in partnership with an RTO where the assessor is working in an enterprise with a partnership arrangement with a private or public RTO.

#### **Additional vocational requirements for assessors**

#### **Vocational Graduate Certificate in Retail Leadership**

- Persons assessing retail leadership units, must demonstrate significant vocational experience in the application of skills and knowledge as described in these units through a combination of the following types of supporting evidence:
  - Portfolio of work and professional achievements which may include retail management, leadership achievement of industry awards or recognition
  - Testimonials that demonstrates industry recognition from industry peers, retail organisations and companies
  - Documentation that provides evidence of employment as a high level manager, owner of a retail store, visual merchandiser creative director and participation in industry events, trade shows.

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

#### **Community Pharmacy industry requirements for AQTF compliance – vocational competence of assessors**

Community pharmacy industry assessors, or at least one person in the assessment team, must satisfy the following community pharmacy vocational competency requirements for each assessment to meet for AQTF/SNR compliance:

1. Hold a formal qualification as a pharmacist



Or

2. Hold a formal qualification, recognition or industry recognition as a pharmacy/dispensary assistant

- Have industry experience in the field in which they are assessing, that must include the workplace application of the specific units of competency they are assessing.
- Have comprehensive current knowledge of the industry, including knowledge of current industry practices and the job role against which performance is being assessed. This current knowledge shall be developed and demonstrated through two or more of the following:
  - recent and relevant work experience in a community pharmacy environment
  - involvement in professional industry networks and memberships
  - participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for community pharmacy. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up-to-date workplace practice.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	<b>Assessors, technical experts and workplace supervisors</b> (includes mandated requirements and recommended attributes)
<b>Single assessor</b>  An individual <b>assessor</b> conducts the assessment	An assessor is required to: <ul style="list-style-type: none"> <li>• hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010), which is equivalent to SNR4, 4.4 at the Standards for NVR Registered Training Organisations.</li> <li>• be deemed competent and, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• have experience in workplace application of the specific units of competency they are assessing</li> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> </ul>
<b>Partnership arrangement</b>  An <b>assessor</b> works with a <b>technical expert</b> to	An assessor is required to: <ul style="list-style-type: none"> <li>• hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010), which is equivalent to SNR4, 4.4 at the</li> </ul>

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
conduct the assessment	<p>Standards for NVR Registered Training Organisations.</p> <ul style="list-style-type: none"> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> <li>• communicate and liaise with the technical expert throughout the assessment process</li> <li>• A technical expert shall be a person who:</li> <li>• is deemed competent and, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• has experience in workplace application of the specific units of competency they are assessing</li> <li>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• communicates and liaises with the assessor throughout the assessment process.</li> </ul>

## Designing assessment tools

This section provides an overview on the use and development of assessment tools.

### Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

### Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service ([www.ntis.gov.au](http://www.ntis.gov.au)). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

### Developing assessment tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

### Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

### Conducting assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

### Mandatory assessment requirements

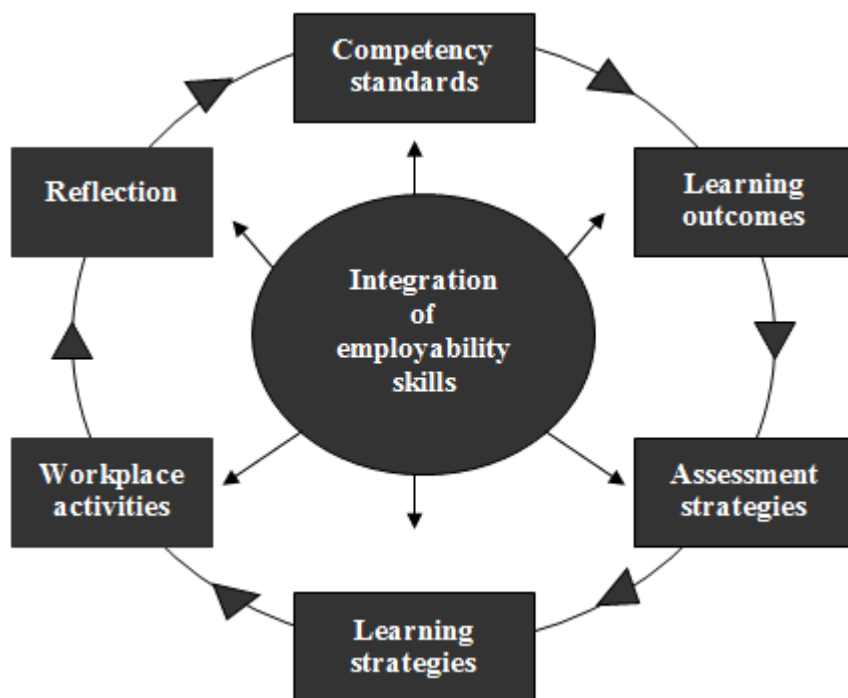
Assessments must meet the criteria set out in the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*. For information, the mandatory assessment requirements from Standard 1 from the AQTF Essential Standards for Initial and Continuing Registration are as follows:

#### 1.5 Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated.

### Delivery and assessment of employability skills

Employability skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in SIR07 Retail Services Training Package Version 3 go to the Service Skills Australia website at [www.serviceskills.com.au](http://www.serviceskills.com.au)

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

### **Access and Equity**

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

### **Reasonable Adjustments**

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>

### **Assessment in the Retail Services industry**

The retail services industry places a premium on skills and knowledge that can be demonstrated in a real workplace environment. While assessment of some of the units of competency in SIR07 V3 Retail Services Training Package can be carried out in a simulated work environment at AQF 1 and 2, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.

Assessment of competency requires the collection of evidence and this should be conducted over a period of time. This assessment approach may include demonstration at the workplace and/or a simulated work environment to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be aware that the collection of evidence is ongoing and must be part of the planning, conduct and review of the assessment process.

### **Context of delivery and assessment**

All units identify resource requirements appropriate to the unit, including reference to ‘a real or simulated work environment’. This is defined as an environment that simulates the real workplace in its function and operation and provides access to a broad range of customers and relevant products. This includes adherence to retail policies, procedures and range of stock and equipment

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks to such things as health and safety, or to equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied where relevant to the requirements of the unit being assessed.

- Provide access to the full range of up-to-date equipment and software that would generally be available in a modern community pharmacy, retail or wholesale workplace.
- Stock a comprehensive product range that will support the development and demonstration of the full range of skills and knowledge described in SIR07 V3 Retail Services Training Package.
- Provide sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple retail services tasks simultaneously.
- Require that candidates perform sales, services or tasks within timeframes that reflect accepted industry service times.
- Involve candidates in prioritising competing tasks.
- Allow candidates to deal with customers, including difficult ones.
- Require candidates to work with others in a simulated team, which would typically include sales assistants or other retail services operational staff, supervisors and managers.

Following is a summary of assessment requirements for units of competency contained in the Retail Services Training Package.

Summary of assessment requirements	
<b>Context of assessment (all units)</b>	<p>For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the workplace supervisor and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation.</p> <p>Competency should be demonstrated in a range of situations which may include customer service situations and involvement in other related activities normally expected in the retail environment.</p> <p>Assessment should be undertaken in an environment that meets industry codes of practice and relevant industry regulations and legislation.</p>
<b>Assessment methods</b>	<p>All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays.</p>
<b>Integrated assessment</b>	<p>All units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.</p>

<b>Summary of assessment requirements</b>	
<b>Evidence required for demonstration of consistent performance</b>	<p>For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance.</p> <p>It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.</p> <p>Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated.</p>
<b>Assessment resources</b>	<p>All units identify resource requirements appropriate to the unit. For example:</p> <ul style="list-style-type: none"> <li>• a real or simulated retail services work environment (for further guidance on the use of an appropriate simulated environment,</li> <li>• relevant documentation, such as workplace policy and procedures manuals</li> <li>• a range of customers with different requirements</li> <li>• a range of community pharmacy, retail or wholesale equipment and products appropriate to a retail services workplace</li> <li>• sources of product information</li> <li>• a qualified workplace assessor or assessment team.</li> </ul>
<b>Prerequisite and co-requisite requirements at unit level</b>	<p>Prerequisite and co-requisite requirements at the unit of competency level have been kept to a minimum to minimise unnecessary barriers. However, all units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.</p>

### **Supporting integrated training delivery and assessment**

As a general principle, the retail services industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of units of competency which reflect actual workplace requirements. For example, an employee working in a retail office would complete a number of interrelated clerical and administrative tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual element of performance criteria.

Where both training and assessment are required the industry supports an approach which provides for off-the-job training combined with assessment of the application of skills and knowledge in a real work situation.



The Retail Services Training Package defines on-the-job assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Retail Services Training Package defines off-the-job assessment as that which occurs away from the normal operation of the business, including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important that candidates should have the opportunity to develop competency in structured learning programs, which includes assessing in the workplace whenever possible.

Where an integrated competency assessment approach is implemented at Certificate II and above, it would be expected that several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification.

The context of the assessment, the role of the candidate and the complexity of the task will influence how many units of competency will be integrated.

Following is an example of integrated competency assessment within the Training Package building on the concepts outlined above.

Within each qualification, there are units of competency which are interrelated and which a candidate would naturally complete as part of their job function.

For example, units:

- SIRXICT001A Operate retail equipment
- SIRXCCS001A Apply point-of-sale handling procedures, and
- SIRXCCS002A Interact with customers would mostly occur together. Therefore, evidence collected for one unit may cover all or some of another unit.

The following scenario shows how an assessor undertook an observation of a candidate in the workplace interacting with a customer, operating a computer to check stock availability and price, and completing a sale. The workplace observation was the basis for the assessment and was supported by third-party reports and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence which was completed during the assessment activity.

**SCENARIO**

The candidate greeted the customer with a smile and in accordance with store policy. The candidate then inquired as to the needs of the customer, and if she could be of any assistance. The candidate used appropriate questioning and active listening to establish the needs of the

customer. The candidate communicated relevant information to the customer in a courteous and pleasant manner.

The customer expressed interest in a particular item, but indicated that she was not happy with the colour. The candidate informed the customer that the other colours had been so popular that they were short on stock, but she would be happy to check their system to see if they had any left in the stock room. Using the store computer system, the candidate identified the correct code, and determined the number of items bought and any remaining stock that had not yet been put on the shop floor. She identified that they did have one left in stock and that it was the correct colour.

The candidate then found the relevant item and scanned it into the system using the electronic bar coding equipment for price labelling. She then entered transaction information into the point of sale system using a scanner and politely informed the customer of the cost of the item.

The customer tendered a debit card and the candidate processed the transaction using the EFTPOS terminal. The candidate completed the transaction after asking the customer to enter their PIN number. The candidate packed the item in a suitable bag and informed the customer that the receipt was in the bag. The candidate then thanked the customer and said goodbye in a friendly manner.

This example highlights how units of competency can be grouped together and evidence collected for all three during the one assessment activity. It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process. Units of competency can be grouped together in a number of ways and how this is achieved will depend on the relevant units and the job function of the candidate.

### Community Pharmacy Industry Requirements

- Industry has determined that due to the complexity of medicines, services and the requirement for pharmacist supervision, learning and assessment in a real workplace context is most appropriate to all units of competency whenever possible.
- Dispensary units may only be assessed in the workplace.
- Competency should therefore be demonstrated in the workplace or in a simulated workplace environment, as detailed in each unit of competency and indicated on the following unit summary.
- Individual units of competency include, where relevant, an identification of the specific environment required for assessment. In addition to the broad requirements specified below, assessment in these environments will require a range of equipment and resources specific to the industry context.

Unit Code and Title	Simulated	Workplace
<b>Community Pharmacy Management</b>		

SIRCCPM501 Lead and develop pharmacy teams	P	P
SIRCCPM502 Manage pharmacy sales and service delivery	P	P
SIRCCPM503 Manage pharmacy premises and equipment	P	P
SIRCCPM504 Investigate new front of pharmacy products and services	P	P
<b>Dispensary</b>		
SIRCDIS301 Accept prescriptions and return dispensed medicines to customers		P
SIRCDIS302 Deliver medicines to customers outside the pharmacy		P
SIRCDIS303 Assist in dispensing prescriptions		P
SIRCDIS404 Assist in dispensary stock control		P
SIRCDIS405 Assist in dispensary administration		P
SIRCDIS406 Assist in preparing dose administration aids		P
SIRCDIS407 Assist in preparing extemporaneous prescriptions		P
SIRCDIS408 Coordinate service to patients in residential care settings		P
<b>Health Care Support</b>		
SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines	P	P
SIRCHCS302 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines	P	P
SIRCHCS303 Advise on asthma management	P	P
SIRCHCS304 Advise on smoking cessation	P	P
SIRCHCS305 Advise on continence management	P	P
SIRCHCS306 Advise on complementary medicines	P	P
SIRCHCS407 Test blood pressure and advise on self-monitoring	P	P

Unit Code and Title	Simulated	Workplace
<b>Community Pharmacy Management</b>		
SIRCCPM501 Lead and develop pharmacy teams	P	P
SIRCCPM502 Manage pharmacy sales and service delivery	P	P
SIRCHCS408 Test blood glucose and advise on equipment and services for diabetes management	P	P
SIRCHCS409 Advise on diet, nutrition and weight-management products and services	P	P
SIRCHCS410 Advise on pregnancy and maternal health products and services	P	P
SIRCHCS411 Advise on wound care products and self-care	P	P
SIRCHCS412 Provide Australian Needle and Syringe Program services	P	P
SIRCHCS413 Supply and hire aids and equipment to support home health care	P	P
SIRCHCS414 Support the management of obstructive sleep apnoea	P	P
SIRCHCS415 Coordinate pharmacy health promotions and home medicine reviews	P	P
<b>Industry</b>		
SIRCIND201 Operate in a community pharmacy framework	P	P
SIRCIND202 Plan a career in community pharmacy	P	P
<b>Merchandising</b>		
SIRCMER401 Market and promote a pharmacy products and services area	P	P
<b>Pharmacy Product Knowledge</b>		
SIRCPPK201 Assist customers seeking commonly requested vitamins, minerals and supplements	P	P
SIRCPPK202 Assist customers seeking eye and ear products	P	P

Unit Code and Title	Simulated	Workplace
<b>Community Pharmacy Management</b>		
SIRCCPM501 Lead and develop pharmacy teams	P	P
SIRCCPM502 Manage pharmacy sales and service delivery	P	P
SIRCPPK203 Assist customers seeking first aid and wound care products	P	P
SIRCPPK204 Assist customers seeking oral care products	P	P
SIRCPPK205 Assist customers seeking to relieve cough and cold symptoms	P	P
SIRCPPK206 Assist customers seeking to relieve skin and fungal conditions	P	P
SIRCPPK207 Supply medical devices	P	P
SIRCPPK308 Assist customers seeking relief from gastro-intestinal conditions	P	P
SIRCPPK309 Assist customers seeking to relieve common allergic symptom reactions	P	P
SIRCPPK310 Assist customers seeking analgesic and anti-inflammatory products	P	P
SIRCPPK311 Assist customers seeking baby or infant care medicines and products	P	P
SIRCPPK312 Assist customers seeking sexual health medicines and products	P	P
<b>Quality</b>		
SIRCQUA401 Coordinate a pharmacy quality system	P	P

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria should be applied. The simulated environment must:

- provide access to the full range of up-to-date equipment and technology that would generally be available in a modern working community pharmacy
- stock a comprehensive community pharmacy medicines and product range that will support the development and demonstration of the full range of skills and knowledge described in SIR07 Retail Services Training Package V3 units of competency
- provide access to appropriate workplace documents which are used in a modern community pharmacy business
- provide access to designated front of pharmacy and dispensary areas and sufficient client traffic to reflect the complexity of the role and allow learners to deal with multiple tasks simultaneously
- require that learners provide services within timeframes that reflect accepted industry service times
- involve learners in prioritising competing tasks
- allow learners to deal with customers, including difficult ones
- require learners to work with others in a team, which would typically include pharmacy assistants, dispensary assistants and front of pharmacy managers and pharmacists.
- 

Individual units of competency include, where relevant, an identification of the specific environment required for assessment. In addition to the broad requirements specified above, assessment in these environments will require a range of equipment and resources specific to the industry context.

### **Further Sources of Information**

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package

### **Contacts**

#### **Industry Skills Council**

#### **Service Skills Australia**

#### **(Service Industries Skills Council Ltd)**

GPO Box 4194, Sydney NSW 2001  
 Level 10, 171 Clarence Street, Sydney NSW  
 2000

Telephone: +61 2 8243 1200

Fax: +61 2 8243 1299

Email: [info@serviceskills.com.au](mailto:info@serviceskills.com.au)

Web: [www.serviceskills.com.au](http://www.serviceskills.com.au)

For information on the TAE10 Training and  
 Education Training Package contact:

### **Innovation & Business Skills Australia**

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)

Web: [www.ibsa.org.au](http://www.ibsa.org.au)

## **Suggested AQF packaging of units of competency**

Although individual units of competency are not aligned to the AQF, the following table provides advice on the appropriate packaging of Retail units of competency in AQF qualifications from other Training Packages.

Where no AQF qualification is identified for a given unit, the unit is not suitable for importing into another Training Package.

**Key:** a 'YES' indicates that there **is** a qualification available for the unit at **that** qualification level.

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
<b>Community Pharmacy Units</b>								
SIRCCPM501	Lead and develop pharmacy teams					Yes		
SIRCCPM502	Manage pharmacy sales and service delivery					Yes		

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRCCPM503	Manage pharmacy premises and equipment					Yes		
SIRCCPM504	Investigate new front of pharmacy products and services					Yes		
SIRCDIS301	Accept prescriptions and return dispensed medicines to customers			Yes				
SIRCDIS302	Deliver medicines to customers outside the pharmacy			Yes				
SIRCDIS303	Assist in dispensing prescriptions			Yes	Yes			
SIRCDIS404	Assist in dispensary stock control				Yes			
SIRCDIS405	Assist in dispensary administration				Yes			
SIRCDIS406	Assist in preparing dose administration aids				Yes			
SIRCDIS407	Assist in preparing extemporaneous prescriptions				Yes			
SIRCDIS408	Coordinate service to patients in residential care settings				Yes			



Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines		Yes	Yes				
SIRCHCS302	Assist in managing Pharmacy Medicines and Pharmacist Only Medicines			Yes	Yes			
SIRCHCS303	Advise on asthma management			Yes	Yes			
SIRCHCS304	Advise on smoking cessation			Yes	Yes			
SIRCHCS305	Advise on continence management			Yes	Yes			
SIRCHCS306	Advise on complementary medicines			Yes	Yes			
SIRCHCS407	Test blood pressure and advise on self monitoring				Yes			
SIRCHCS408	Test blood glucose and advise on equipment and services for diabetes management				Yes			
SIRCHCS409	Advise on diet, nutrition and weight management products and services				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRCHCS410	Advise on pregnancy and maternal health related products and services				Yes			
SIRCHCS411	Advise on wound care products and self-care				Yes			
SIRCHCS412	Provide Australian Needle and Syringe Program services				Yes			
SIRCHCS413	Supply and hire aids and equipment to support home health care				Yes			
SIRCHCS414	Support the management of obstructive sleep apnoea				Yes			
SIRCHCS415	Coordinate pharmacy health promotions and home medicine reviews				Yes			
SIRCIND201	Operate in a community pharmacy framework		Yes					
SIRCIND202	Plan a career in community pharmacy		Yes					
SIRCMER401	Market and promote a pharmacy products and services area				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements		Yes	Yes				
SIRCPPK202	Assist customers seeking eye and ear products		Yes	Yes				
SIRCPPK203	Assist customers seeking first aid and wound care products		Yes	Yes				
SIRCPPK204	Assist customers seeking oral care products		Yes	Yes				
SIRCPPK205	Assist customers seeking to relieve cough and cold symptoms		Yes	Yes				
SIRCPPK206	Assist customers seeking to relieve skin and fungal conditions		Yes	Yes				
SIRCPPK207	Supply medical devices		Yes					
SIRCPPK308	Assist customers seeking relief from gastro-intestinal conditions			Yes				
SIRCPPK309	Assist customers seeking to relieve common allergic symptom reactions			Yes				
SIRCPPK310	Assist customers seeking analgesic and			Yes				

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	anti-inflammatory products							
SIRCPPK311	Assist customers seeking baby or infant care medicines and products		Yes					
SIRCPPK312	Assist customers seeking sexual health medicines and products		Yes					
SIRCQUA401	Coordinate a pharmacy quality system			Yes				
<b>Retail Units</b>								
SIRRFSA001 A	Apply retail food safety practices	Yes						
SIRRFSA302	Monitor food safety program		Yes					
SIRRMER001 A	Merchandise food products	Yes						
SIRRMER002 A	Pack and display meat products	Yes						
SIRRMER003 A	Prepare and display fast food items	Yes						
SIRRMER004A	Prepare and display bakery products		Yes					
SIRRMER405	Produce visual merchandising signs				Yes			
SIRRMER406	Design, construct and maintain props				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRRMER407	Design merchandisers					Yes		
SIRRMER508	Produce retail visual illustrations						Yes	
SIRRMER509	Manufacture visual merchandising signage and support structures						Yes	
SIRRMER510	Produce working drawings						Yes	
SIRRMER511	Plan, organise and maintain display lighting						Yes	
SIRRMER512	Produce perspective drawings, plans and elevations						Yes	
SIRRMER513	Develop concept visuals						Yes	
SIRRMER514	Design and produce store plans and floor layouts						Yes	
SIRRMER515	Manage visual merchandising projects						Yes	
SIRRMER516	Style merchandise for photography						Yes	
SIRRMER517	Develop and apply strategies for merchandising and corporate presentation						Yes	
SIRRMER518	Present design concepts						Yes	
SIRRMER519	Design and produce					Yes		

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	merchandising and in-store presentations							
SIRRPOS001 A	Process postal outlet transactions		Yes					
SIRRPOS002 A	Handle mail received in a retail environment		Yes					
SIRRPOS003 A	Deliver mail in a retail environment		Yes					
SIRRPOS004 A	Handle customer interviews and applications			Yes				
SIRRRPK001 A	Advise on food products and services		Yes					
SIRRRPK002 A	Advise on meat products		Yes					
SIRRRPK003 A	Advise on fast food products		Yes					
SIRRRPK004 A	Advise on bakery products		Yes					
SIRRRPK005 A	Advise on seafood products		Yes					
SIRRRPK006 A	Recommend liquor products		Yes					
SIRRRPK007 A	Recommend and fit clothing or footwear products and services			Yes				
SIRRRPK008 A	Recommend jewellery products and services			Yes				

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRRRPK009 A	Recommend toddler and baby products			Yes				
SIRRRPK010 A	Recommend home and home improvement products and services			Yes				
SIRRRPK011 A	Recommend books or newsagency services			Yes				
SIRRRPK012 A	Recommend business and leisure products and services			Yes				
SIRRRPK013 A	Hire and sell video and DVD products and services			Yes				
SIRRRPK214	Recommend specialised products and services		Yes					
SIRWFIN001 A	Complete debtor processes			Yes				
SIRWFIN002 A	Manage debtor processes			Yes				
SIRWINV301	Administer supply to a business			Yes				
SIRWINV302	Monitor inventory capacity to meet demand			Yes				
SIRWSLS301	Build sales relationships			Yes				

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRWSLS302	Process product and service data		Yes					
SIRWSLS303	Analyse and achieve sales targets		Yes					
SIRWSLS304	Build sales of branded products		Yes					
SIRWSLS305	Optimise customer and territory coverage		Yes					
<b>Cross Sector units</b>								
SIRXADM001 A	Apply retail office procedures	Yes						
SIRXADM002 A	Coordinate retail office	Yes						
SIRXCCS201	Apply point-of-sale handling procedures	Yes						
SIRXCCS202	Interact with customers	Yes						
SIRXCCS203	Maximise sales using loyalty programs	Yes						
SIRXCCS304	Coordinate interaction with customers		Yes					
SIRXCCS305	Maintain business to business relationships		Yes					
SIRXCCS406	Provide professional customer service			Yes				



Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	for high value and complex sales							
SIRXCCS407	Develop business to business relationship				Yes			
SIRXCCS408	Build retail relationships and sustain customer loyalty				Yes			
SIRXCCS509	Manage business customers					Yes		
SIRXCLM101	Organise and maintain work areas	Yes						
SIRXCLM402	Manage store facilities				Yes			
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	Yes						
SIRXCOM202	Communicate with customers using technologies		Yes					
SIRXEBS001 A	Acquire and retain online customers				Yes			
SIRXEBS002 A	Manage retail brands online				Yes			
SIRXEBS003 A	Manage and promote business to business e-commerce solutions				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXEBS004A	Select an e-business model				Yes			
SIRXFIN201	Balance and secure point-of-sale terminal		Yes					
SIRXFIN002A	Perform retail finance duties		Yes					
SIRXFIN003A	Produce financial reports			Yes				
SIRXFIN004A	Manage financial resources				Yes			
SIRXFIN005A	Manage operations to budget					Yes		
SIRXFIN006A	Manage prices					Yes		
SIRXGLC401	Monitor compliance with legislative requirements for the establishment of a retail business				Yes			
SIRXGLC502	Establish business legal and legislative requirements					Yes		
SIRXHRM001A	Administer human resources policy				Yes			
SIRXHRM002A	Recruit and select personnel				Yes			
SIRXICT001A	Operate retail	Yes						

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	technology							
SIRXICT002A	Use computers as part of business and e-commerce processes		Yes					
SIRXICT303	Operate retail information technology systems			Yes				
SIRXICT404	Adopt mobile commerce applications to improve sales and service				Yes			
SIRXIND101	Work effectively in a customer service environment	Yes						
SIRXIND102	Plan a career in the retail industry	Yes						
SIRXINV001 A	Perform stock control procedures		Yes					
SIRXINV002 A	Maintain and order stock		Yes					
SIRXINV003 A	Plan inventory levels				Yes			
SIRXINV404	Manage retail merchandise				Yes			
SIRXINV005 A	Control inventory				Yes			
SIRXINV006 A	Develop purchasing strategies					Yes		

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXINV407	Manage suppliers				Yes			
SIRXMER201	Merchandise products		Yes					
SIRXMER202	Plan, create and maintain displays		Yes					
SIRXMER303	Coordinate merchandise presentation			Yes				
SIRXMER304	Present products			Yes				
SIRXMER405	Manage store presentation and pricing				Yes			
SIRXMER406	Monitor in-store visual merchandising display				Yes			
SIRXMER407	Demonstrate merchandising and category presentation skills				Yes			
SIRXMGT001 A	Coordinate work teams			Yes				
SIRXMGT002 A	Maintain employee relations			Yes				
SIRXMGT003 A	Lead and manage people				Yes			
SIRXMGT004 A	Analyse and communicate information					Yes		
SIRXMGT005 A	Set strategic plans					Yes		

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXMGT006 A	Initiate and implement change					Yes		
SIRXMGT507	Manage staff through change					Yes		
SIRXMGT508	Plan and prepare for business sustainability					Yes		
SIRXMGT509	Manage diversity within the business					Yes		
SIRXMPR001 A	Profile a retail market			Yes				
SIRXMPR002 A	Provide marketing and promotion program		Yes					
SIRXMPR003 A	Conduct telemarketing		Yes					
SIRXMPR004 A	Market products				Yes			
SIRXMPR005 A	Seize a business opportunity				Yes			
SIRXMPR006 A	Manage promotional activities					Yes		
SIRXMPR007 A	Devise a strategic marketing plan					Yes		
SIRXMPR008 A	Implement advertising and promotional activities			Yes				
SIRXPRO401	Maximise sales of branded products				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXPRO002 A	Implement product recalls				Yes			
SIRXPRO003 A	Review product or service performance					Yes		
SIRXPRO504	Maximise product sales and market share					Yes		
SIRXPRO005 A	Manage distribution processes					Yes		
SIRXPRO006 A	Forecast product performance					Yes		
SIRXPRO007 A	Improve supply and distribution chains					Yes		
SIRXQUA001 A	Develop innovative ideas at work			Yes				
SIRXQUA002 A	Lead a team to foster innovation				Yes			
SIRXQUA003 A	Create an innovative work environment				Yes			
SIRXQUA004 A	Set up systems that support innovation				Yes			
SIRXQUA005 A	Maintain operational quality and productivity				Yes			
SIRXQUA006 A	Benchmark and continuously improve					Yes		

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	operational quality							
SIRXRPK001 A	Recommend health and nutritional products and services		Yes					
SIRXRPK002 A	Recommend hair, beauty and cosmetic products and services		Yes					
SIRXRSK201	Minimise loss		Yes					
SIRXRSK002 A	Maintain store security			Yes				
SIRXRSK003 A	Apply store security systems and procedures			Yes				
SIRXRSK404	Control store security				Yes			
SIRXSLS201	Sell products and services		Yes					
SIRXSLS002 A	Advise on products and services		Yes					
SIRXSLS303	Build relationships with customers			Yes				
SIRXSLS304	Coordinate sales performance			Yes				
SIRXSLS405	Coordinate a retail operation during economic downturns				Yes			

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXSLS406	Manage sales and service delivery				Yes			
SIRXSLS407	Train sales team members				Yes			
SIRXSLS008 A	Develop a sales strategy					Yes		
SIRXSLS009 A	Manage sales teams					Yes		
SIRXSLS410	Lead a sales representative team				Yes			
SIRXSRM801	Lead the organisation through change							Yes
SIRXSRM802	Lead the development of business opportunities							Yes
SIRXSRM803	Lead and develop staff							Yes
SIRXSRM804	Continuously improve operational retail processes							Yes
SIRXSRM805	Lead the strategic planning process in a service environment							Yes
SIRXSRM806	Manage and transform sales and service programs							Yes
SIRXSRM807	Lead the development of							Yes



Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	visual merchandising strategy							
SIRXSRM808	Plan and manage complex retail projects							Yes
SIRXSRM809	Manage retail operations in a region or operation or area							Yes
SIRXWHS101	Apply safe working practices	Yes						
SIRXWHS302	Maintain store safety			Yes				
SIRXWHS403	Provide a safe work environment				Yes			